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A FOLLOW-UP STUDY OF THE 1978-79 BUSINESS EDUCATION STUDENTS OF THE ALBERTA VOCATIONAL CENTRE, EDMONTON

by

© ELIZABETH GEORGINA MACKIE

A THESIS
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James M. Small

Date March 25, 1981

A FOLLOW-UP STUDY OF THE 1978-79 BUSINESS EDUCATION STUDENTS OF THE ALBERTA VOCATIONAL CENTRE, EDMONTON

EXECUTIVE SUMMARY

1.0 Introduction

This executive summary provides a general background to the study and a summary of the major findings.

2.0 Background

Four Alberta Vocational Centres (AVC's) provide courses related to academic upgrading, pre-employment training, vocational training, and para-professional training. These courses are designed to meet the needs of the under- or unemployed and the socially, economically, and geographically disadvantaged. The business education departments of these AVC's are vocational training departments.

3.0 Survey Design

The survey instrument was mailed to the 238 individuals who had been enrolled in a program of study in the Business Education department at the Alberta Vocation Centre (Edmonton) in 1978-79. The sample consisted of the 128 persons who returned a completed questionnaire.

4.0 Major Findings

4.1 All the respondents were female, with the exception of one male, relatively young (70% less than 28 years), single/divorced/separated/widowed (78%), and had no or one dependent (27% and 37% respectively). Over half (53%) were the major homemaker in the family, over half (51%) had been out of school more than 6 years.

4.2 Over one-third were sponsored by Canada Employment and Immigration Commission (36%), and under one-third were sponsored by Alberta Social Assistance and Community Health (30%). Over one-third had been a homemaker prior to enrolling in the training program (35%), and almost one-third had been working in a field other than office work (29%).

4.3 Three quarters had been working at some time during the three-year period immediately prior to enrolling in the training program. The average monthly earnings before training were $602.

4.4 Over half had been enrolled in the Clerk-Typist program (55%). The termination rate was found to be 15.7%. Of those who completed the training program, one third did not earn the AVC Certificate (33%). The two major reasons given for termination before completion of training were personal problems and illness.

4.5 The majority (82%) were employed at the time of completing the questionnaire and 82% were satisfied or highly satisfied with their present work. There were a variety of reasons given for being unemployed, with the majority (4 respondents) stating that they were unable to find suitable employment.

4.6 One-third were in job classifications of either Secretary or Clerk-Typist I-II. Average monthly earnings were reported as $832, with the median at $815.

4.7 Most respondents said they planned to remain in their present occupational field and advance in it (72%). Almost half did not hold membership in a union or para-professional association (48%). Over half worked for companies employing from 5 to 500 persons (52%). Of the 49 respondents who worked for some level of government, 75% worked for the Alberta Provincial Government. Their major type of work was varied, but 12 respondents were in education. All but 14% of the employers had some policy of professional development for their office workers.

4.8 A large percentage rated their business training of some use or of much use (91%), and 82% would either encourage or strongly encourage someone to take the program. All of the subject areas were rated of some use or of much use by over fifty percent of the respondents, with the exception of the training on machine transcribers, the course in economics, and the course in shorthand.

4.9 Responses were compared on several of the variables. It was found that respondents 23 years of age and over had a lower termination rate but a higher non-graduation rate, and were more likely to be unemployed.

Non-completion rate, non-graduation rate, and non-employment rate also increased with number of children in the home.

4.10 Completion of the training program was a significant factor in employment status following training; however, graduation status did not make any significant difference in employment status.

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Special thanks are extended to Dr. Karel Puffer for his help and guidance with the study. Thanks are expressed to the members of the committee, Dr. Henry Ziel, and Dr. James Small for their co-operation, suggestions, and help. Thanks are also extended to Dr. C. H. Preitz for his contributions during the initial phases of this thesis.

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CHAPTER I

INTRODUCTION

Historical Setting

The beginning of business education in the Province of Alberta can be traced to some of the curriculum that was in existence when Alberta was part of the Northwest Territories. The development of the business education curriculum and programs of training can also be traced to the private trade schools and colleges that were in existence at that time, and to the secondary public school system in Alberta when it became a province.

As early as 1882, students studied bookkeeping and other commercial subject areas which were similar to the business education courses that are offered today in the public school system. The first commercial offering in an Alberta public school was in a Calgary high school as reported in the Annual Report of the Department of Education for 1908. Commercial departments were opened at two Edmonton high schools in the fall of 1912. The regulations governing the course of studies and examinations for Commercial Diplomas (first and second year) were first published in the Annual Report of the Department of Education for 1914.

The Department of Education for Alberta first became involved in business education for adults with the offering of evening classes. The content was similar to the day classes; however, the work of the evening classes was more advanced. The Annual Report of the Department of Education for 1913 identified for the first time the offerings of business education courses to adults (pp. 72-3). This report also gave the enrollment statistics for these evening school business education classes, and also identified the courses in business education that were taught.

> In these night schools there are two classes each of fifteen young ladies taking Domestic Science, a class of twenty-five students in Stenography and Typewriting, and one hundred and fifteen students, chiefly foreigners, learning English and elementary Arithmetic (pp. 72-73).

Two years later, in the Annual Report for 1915, the Department of Education reported that from the information that it had received, it was evident that the instruction given in evening school was meeting the educational needs of the adult student. This particular report states that the instruction these students received permitted "them to hold their ground in the face of competition or to qualify for advancement to positions of greater responsibility" (pp. 64-65). The next fifteen years saw steady growth in commercial offerings.

During the years of the Great Depression, many young Albertans had made the decision to remain in school for a longer period of time, rather than leave school early and become unemployed. Enrollments in commercial courses increased to the point where some schools were working on a double shift pattern. The statistics of the Department of Education showed that it was less costly to establish a commercial program than it was to expand technical programs requiring shops. Therefore, the trend toward commercial training in the secondary schools continued throughout the decade of the thirties.

In 1937 the Dominion-Provincial Youth Training Agreement was signed by Ottawa and the province. Under this agreement, unemployed young men and women received training in agriculture, forestry, household and special services, industrial and commercial courses.

When the Second World War broke out in 1939, the facilities and courses of these centres were used for training under the War Emergency Training Act, with a shift in emphasis from training the unemployed to intensive industrial training to meet the needs of the war effort. These centres were taken over by the military to train tradesmen for the armed forces and to train war workers.

Following the Second World War, these training centres were converted to training programs for the rehabilitation of war veterans.

Commercial classes continued to be held in the Edmonton Technical School, and in 1955 commercial training was offered to adult students who qualified for training allowances under the Canadian Vocational Training Act. When the agreement was signed by Ottawa and the province under the Technical and Vocational Training Assistance Act (TVTA) in April of 1961, provision was made for extended financial assistance from the Federal Government for approved projects of training at both the secondary and post-secondary level of education.

The TVTA Act terminated in 1966 and the Occupational Training of Adults Agreement (OTA), signed by both Governments in 1966, provided new arrangements for training to eligible adults in Alberta. However, the requirements of this legislation were such that some adult Albertans did not qualify to be sponsored for training. Therefore, the Division of Technical Education of the Department of Education offered another plan giving financial support for those who did not qualify under the agreement, with the purpose of equalizing opportunities for disadvantaged persons (1967 Annual Report, p. 7). By 1967, the Department of Education had established and was operating Alberta Vocational Centres at Edmonton, Calgary, and Fort McMurray.

The training in the Commercial Schools of the Alberta Vocational Centres continued to grow and expand to the point where Business Education Departments were established in the four Alberta Vocational Centres at Calgary, Edmonton, Grouard, and Lac La Biche. The AVC at Fort McMurray was made a part of the Colleges system in 1978. The demand for graduates of these commercial programs continued to be strong as reported in recent Annual Reports of the Department of Advanced Education and Manpower.

Need for the Study

While there was considerable expansion of post-secondary training programs and facilities in the province, there was not an equal expansion in research and development of these programs. Because of this lack of attention to program planning and development, some educational problems still require attention.

In his thesis, Bryce (1970) conducted an historical survey and documentary analysis of the Technical and Vocational Training Assistance Act (1961-67). He concluded that this legislation caused school districts to make hasty curricular decisions in order to receive federal funding. The legislation specifically stated that, in order for programs to receive funding, they were to consist of fifty percent vocational courses (p. 369). Curricular decisions then became a consequence of the requirements of the Act.

Bryce (1970) also suggested that one of the major research problems that needed to be directed at technical and vocational training was the "continuing assessment of manpower training needs and . . . the development of means to meet those needs" (p. 373).

Without effective evaluation, curricula in occupational training becomes obsolete, or at least less relevant. This applies particularly to training in business education, where much of the skill training students acquire may become obsolescent because of the advance of technology. For example, some businesses are already utilizing memory typewriters and/or word processors, but this is not included in the training presently being offered at the Alberta Vocational Centres.

STATEMENT OF THE PROBLEM

There is at the Alberta Vocational Centres a lack of systematic data collection as it pertains to student follow-up. Although some data are available in the Registrars' offices, the counselling departments and the program departments, these have not been systematically collected or analyzed. There is a lack of reliable data on the effectiveness of the various training programs and this lack may contribute to early withdrawal of students, inappropriate administrative decisions regarding future planning, curriculum changes, counselling, guidance and educational leadership.

A review of the standard indexes used for reporting the findings of educational research, and a search of the data base of the major information retrieval system, Education Research Information Centre (ERIC), revealed that no research had been conducted in the form of a follow-up study of adult learners who had completed a business education program of training at an Alberta Vocational Centre.

This follow-up study was planned to collect and analyze data pertaining to curriculum relevance which would assist in solving the above-mentioned problems.

INSTITUTIONAL SETTING

The Department of Advanced Education and Manpower operates four Alberta Vocational Centres (AVC's) located in Calgary, Edmonton, Grouard and Lac La Biche. These centres provide courses related to academic upgrading, pre-employment training, vocational training, and paraprofessional training. These courses are specifically designed to meet the needs of those who are under-employed or unemployed, or who are socially, economically, or geographically disadvantaged.

The Business Education Department of the Alberta Vocational Centre (Edmonton) is one of the departments offering vocational training. In the 1978-79 fiscal year, this department enrolled 411 students in six training programs: Clerk-Typist and Secretarial (221), Accounting for General Business (Small Business Bookkeeping) (40), Clerk-Typist Refresher (19), Clerical Assistant (40), and Pre-Commercial (51).

Generalizability

To the extent that the student characteristics and the course offerings are similar in the Business Education Departments of the other three Alberta Vocational Centres, the results of this study could be generalized to those business education programs.

The generalizability of the results is further supported by the work of the Business Education Standards Committee for the Alberta Vocational Centres whose Terms of Reference state that the committee is to identify the following: program name, program length, entrance requirements, list of courses, performance objectives, testing and evaluation.

PURPOSE OF THE STUDY

The major purpose of this study was to conduct a follow-up study of those individuals who were enrolled in the Business Education program that was offered at the Alberta Vocational Centre (Edmonton) during the 1978-79 school year.

This major purpose had the following supporting objectives:

1. To trace the development of programs for business education that were first offered at the secondary school level under the auspices of the Department of Education in the province and that were later offered at the post-secondary, non-university level under the Department of Advanced Education and Manpower.

2. To identify the personal characteristics of the adult learners when they initially enrolled as students in the Business Education program at the Alberta Vocational Centre (Edmonton).

3. To determine what federal or provincial agency provided each student with the necessary funds to attend the Alberta Vocational Centre in order to complete the Business Education program.

4. To identify the type of employment that graduates of the Business Education program have accepted following completion of the prescribed course of study.

5. To determine the perceptions of the participants in the study regarding the relevancy of their training.

SIGNIFICANCE OF THE STUDY

Both the provincial and federal governments, through their various departments, expend public funds for such purposes as tuition fees, training allowances, and subsistence allowances, so that adult learners might attend a Vocational Centre in order to develop the necessary entry skills for employment. There is a need to know that such expenditures are meeting the goal of providing trainees with suitable, marketable skills. The results of this study may fulfill that need.

Another, and perhaps more basic, need for a follow-up study is to determine the perception of the participants in the study as to the suitability of the preparation for employment.

The results of this study will provide needed information on the career mobility of the participants in the study. In addition, the study will establish their level of responsibility in an industrial or business environment, and identify other factors that are related to their occupational success.

Another reason for conducting a follow-up study is to provide communication between instructional staff and graduates of the program, to identify the strengths and weaknesses of the training. Follow-up studies also identify the most recent technological developments that are to be found in the world of business but which as yet were not incorporated into the curriculum at the centre. The information about trends or changes in the business community might be used by curriculum planners to design curricula that are more applicable to the world of business.

LIMITATIONS

For the purpose of this study, the following limitations were made and will apply.

This research was limited by the accuracy of responses made by participants to items on the research questionnaire, by the type and degree of co-operation that the researcher received from the administrators of the centre to use the files and records of the centre to identify the names and addresses of students who were enrolled in 1978-79 in one of either the Secretarial, Clerk-Typist, or Accounting for General Business Programs.

This research was also limited to the student population enrolled in the three programs of training for Secretary (40 weeks), Clerk-Typist (32 weeks), and Accounting for General Business (29 weeks) that are offered by the Business Education Department of the Alberta Vocational Centre (Edmonton). Excluded were students enrolled in the 16-week programs of Clerk-Typist Refresher, Clerical Assistant, and Pre-Commercial. In eliminating these students from the study, it is not implied that there is not a need for follow-up of these students. On the contrary, there is just as great a need but because these three programs are of much shorter duration than the programs under study, their needs should be studied independently.

The study is also limited in the time of sampling and administration of the questionnaire, which took place during the summer of 1980. Such factors as employment opportunities and policies of sponsoring agencies may affect the characteristics of AVC students.

Another limitation may be imposed by the nature of the Alberta Vocational Centres as specialized (second-chance) institutions serving the special of their students.

The number of participants who elected to become involved in the study by submitting a completed instrument also placed a limitation on the research results.

These limitations should be considered should this study be replicated.

SUMMARY

This introductory Chapter has outlined a brief historical setting in which the problem evolved, and then discussed the need for the study in the light of this setting. This was followed by a statement of the problem around which the study took place. Some background describing the institutional setting is given, followed by the purpose, the significance, and the limitations of the study. The generalizability of the results is also presented.

CHAPTER II

REVIEW OF THE LITERATURE

In Chapter I, the beginning of business education in the Province of Alberta was traced briefly through to the development of the Alberta Vocational Centres. It was found that, although there had been expansion and growth in facilities, there was not an equal expansion in research to keep program offerings relevant to the needs of today's business and industry. The writer agrees with Bryce, 1970, who suggested that one of the major research problems that needs to be directed at technical and vocational training is the "continuing assessment of manpower training needs . . . and the development of means to meet those needs" (p. 373). In this Chapter, the development and expansion of business education offerings that were in existence in the first school system of the Northwest Territories to those present business education courses that are offered at the Alberta Vocational Centres will be presented.

The literature reviewed for this study was divided into seven major areas:

1. Early Development
2. Formative Years
3. The War Years
4. Growth Years
5. Development of the Alberta Vocational Centres (AVC's)
6. Review of Research Designs Related to Follow-up Studies
7. Related Follow-up Studies

EARLY DEVELOPMENT

The training programs in business education that are offered in post-secondary, non-university institutions in the Province of Alberta have evolved from curricula that were offered in public schools and private trade schools at the turn of the century. The current programs have been revised and updated to reflect present business practices and advancements in technology.

In 1794 the Hudson's Bay Company had a fort built twenty-five miles below the present site of Edmonton and named after Edmonton river, London, England. The earliest mention of a school being organized in western Canada was reported by Chalmers (1967) as having been held in 1815 in the settlement of Red River. The Hudson's Bay Company had attempted to establish schools in Rupert's Land but were not successful until the arrival of the clergy and the erection of their churches, to which schools served as appendages. In August of 1817, the founder of the Selkirk settlement chose a school site, probably the first one to be surveyed in what was to become western Canada.

The original site of Fort Edmonton was destroyed in 1807 and was re-established on the present site in 1819. The Canadian Pacific Railway reached the North Saskatchewan river opposite Edmonton in 1891 and, with this event, real development began. It was incorporated as a town in 1892, and as a city in 1904, and in 1905 it was made the capital of Alberta. In 1905 the Canadian Northern Railway, now the Canadian National Railway, was built into Edmonton. By the time that Edmonton and Strathcona, rival cities, joined as a Greater Edmonton in 1912 the city was an important industrial centre.

Along with this industrial development and expansion, schools were being established. Chalmers (1967) reports that a Mission was established at Fort Edmonton in the 1840s with Reverend Rundle in charge and offering both day school and Sunday school (p. 10). By 1870, when the first Canadian Government of the Northwest Territories assumed office, both Roman Catholic and Protestant Missions and schools were numerous in the area now known as Alberta.

George McDougall moved to Fort Edmonton in 1871 and established a night school for employees of the Hudson's Bay Company and their children (Chalmers, 1967, p. 11).

The Provincial Archives in Edmonton contain microfilms of the Reports of the Board of Education for the Northwest Territories from December 18, 1885, until Alberta was declared a Province in 1905. In 1882 Regina had been established as the (third) seat of government for the Northwest Territories. The Board of Education of the Territories was also located in Regina and was responsible for all phases of education in the Northwest Territories. Alberta was an integral part of the Northwest Territories and was one of its four postal districts that included: Alberta, Athabasca, Saskatchewan, and Assiniboia.

The Annual Report of the Territorial Board of Education for 1885-6 contains the First Annual Reports of the Inspectors of Schools which show that the first School District in the Alberta area was established in Edmonton (1885) with the School District in Calgary being founded in 1886. In 1886 each of these School Districts had three Protestant schools, with five Roman Catholic schools in Edmonton and one in Calgary.

The Territorial Board of Education's Report for 1888 to 1889 was the first report to show business education subjects when it listed bookkeeping, single and double entry, as a required course. Business education had its inception in the schools of the larger centres of Alberta because of greater demand for trained office personnel in urban centres.

Hewson (1940) states that the provinces had been slow, up to that time, in providing facilities for commercial education, or any type of practical education.

> Up to 1900, and even after that date, there was a marked prejudice against any kind of practical education. The bookkeeping was a general exception to this, being regarded as part of a general education. When commercial training for vocational purposes was required, this work was done by private business colleges, which have flourished since the first one was opened in Ontario in 1860 (p. 4).

As early as 1871, the pioneer educator, Doctor Egerton Ryerson, had worked to have commercial education incorporated in the schools (Hewson, 1940, p. 5). In most provinces, commercial education preceded other types of vocational education, and it has usually enjoyed great popularity. These schools that were established in the late 19th century in western Canada were, in many respects, similar to those of England with the Grades referred to as Standards.

By the turn of the century, students in the Territories were able to attend school for eight years.

FORMATIVE YEARS

By 1902 the Board of Education had become the Department of Education of the Northwest Territories, with headquarters still in Regina, and was under the leadership of a Commissioner of Education,

F. W. G. Haultain. The 1902 Annual Report of this Department contained not only the Programme of Studies for the Schools of the Northwest Territories, but also the General Report of the Superintendent of Education together with the Examinations for Public School Leaving. Some of the objectives as stated in the curricula were intended to prepare the student for business. It is of interest that some objectives were similar to those taught at the Alberta Vocational Centres at the present time. The discussion which follows will identify some of the similarities to present curricula.

Arithmetic and Mensuration

Mensuration is the branch of mathematics that deals with finding lengths, areas, and volumes.

In 1902 students studied Arithmetic and Mensuration and the Superintendent commented on the results of the school leaving examinations for Standard VII (or Grade 7) as follows:

> Exchange and Stocks have not been taught in such a way as to meet the requirements of this paper. The metric system has evidently not been learned in a concrete way (1902 Annual Report, p. 22).

In 1903 students who studied this subject at the Standards III and IV (or Grades 3 and 4) levels were taught the metric system, as well as:

> Application of percentage, profit and loss, simple interest, Commercial discount, commission; easy problems in taxes and ratio with their application to partnership (1903 Annual Report, p. 95).

It was suggested in the Annual Report for that year that:

> All problems should, as far as possible, have due relation to the demands of current commercial and business life . . . exercises in mental arithmetic should be given (pp. 95-96).

Bookkeeping

The Board of Education's Report for 1888 to 1889 was the first report to show bookkeeping, single and double entry, as a part of the curriculum offerings. In 1902 the Commissioner of Education made the following observation of the performance of Standard VI (or Grade 6) students in their bookkeeping examinations:

> Many are able to write the entries in a ledger and do the formal, mechanical work well without having any very clear idea of the transaction occurring in actual business. They can write a cheque readily and accurately when asked to do so, but when asked to write the document used in withdrawing $150.00 from a bank they were puzzled. It is suggested that the candidates be made familiar not only with the forms used but also with the circumstances under which such forms or documents would be required (1902 Annual Report, p. 16).

The 1903 Annual Report shows that the course of study and annual examination for Standard V (or Grade 5) bookkeeping for the 1902 school year consisted of the following:

> A general knowledge of business forms and their uses--receipts, orders, promissory notes, drafts, cheques, bills, accounts, invoices, deposit slips, PO (sic) money orders, postal notes, etcetera (p. 103).

Composition, Grammar, Orthoepy and Spelling

The course of study and annual examination for Standard V (Grade 5) in 1902 required knowledge of composition, grammar, orthoepy and spelling. Orthoepy is the study of correct pronunciation. In 1902 the standard VII (Grade 7) students studied English composition, and the Commissioner noted in the Annual Report that the work of the students in this subject was "notably defective in the area of spelling, writing, punctuation" (p. 106). The major objective for penmanship is stated as being "a legible business hand" and in composition students learned the "structure of the business letter" (pp. 79, 96).

Hygiene-Physiology

Standards III, IV and V (or Grades 3, 4 and 5) students studied Hygiene-Physiology and some of the topics covered in this particular course included the following:

> Lessons on cleanliness, proper clothing, pure air, good water, exercise, rest, avoidance of draughts, wholesome food, temperate habits, bathing, accidents, poison, disinfectants, digestion, circulation, respiration, care of the eye and ear (1902 Annual Report, p. 78).

Manners and Morals

In another subject called Manners and Morals, these students learned about:

> Cleanliness and neatness, politeness, gentleness, kindness to others, kindness to animals, love, truthfulness, fidelity in duty, obedience, nobility, respect and reverence, gratitude and thankfulness, forgiveness, confession, honesty, honour, courage, humility, self-respect, self-control, prudence, good name, good manners, temperance, health, evil habits, bad language, evil speaking, industry, economy (1902 Annual Report, p. 17).

The Personal Development course that is offered in the Business Education curriculum at the Alberta Vocational Centre (Edmonton) at present covers some topics similar to the last two courses described above; for example, Social Graces; Charm, Conversation and Etiquette; Make-up and Skin Care; Hair Styling and Basic Care; Grooming and Foundations; Visual Poise; Correct Posture; Manicure; Wardrobe.

Growth During 1905-1912 Period

The Edmonton area experienced rapid industrial growth between 1905-1912. This growth was reflected in increased enrollment in Alberta Public Schools. In 1905 the enrollment was 24,254 and within one year this enrollment increased to 28,784, an increase of 18%. The rapid increase in school enrollments and the tendency of many teachers to leave the profession after only a few years of service required the Provincial Government to import many teachers from the eastern provinces of Canada and from Great Britain (Bujea, 1973, p. 102).

The 1906 Annual Report of the Department of Education for Alberta shows that there were 33 Standard VIII (Grade 8) candidates who were eligible to write the school leaving examination and that 27 of these candidates successfully passed that examination. At that time, attention was being given by the Alberta Government to extend the school system to the secondary level. On this concern, the following quotation appears in the Annual Report for 1906:

> The development of a system of secondary education will occupy the attention of the Department and the Government until the secondary schools are placed on a satisfactory basis (p. 18).

In 1905-6 both the Alberta Government and the Department of Education fulfilled their educational commitment to the people of the province when they brought the secondary schools into the educational system. The first commercial teaching was by E. W. B. Dykes in Calgary at Central Collegiate Institute, in 1907-08. This institute was the first high school in Calgary. In reporting this event, the 1908 Annual Report advises that "a commercial department was established last term and placed in charge of a competent and experienced master" (p. 49).

In 1911 the Department of Education took the first steps to eliminate terms that were related to the educational system in England by changing the designation for level of education from Standard to Grade.

The next year, in the Seventh Annual Report of the Department of Education for the Province of Alberta (1912), it is reported that business subjects such as English grammar (and rhetoric) were taught in

Grades 9 through 12, with Arithmetic and Mensuration being taught up to Grade 11 only, and Bookkeeping offered as an option to students enrolled in Grade 9.

Beere (1962) discusses the two commercial departments that were opened in high schools in Edmonton in September, 1912; one in Victoria High School, taught by J. Percy Page, and the other located in Strathcona High School and taught by L. Taylor, who was succeeded by J. W. Barnett in 1913 (p. 30).

Commercial Course Offerings for Adults (1913)

In 1912-13 the greatest advancements in education in Alberta took place in Manual Training and Domestic Science, Technical Education, and in the Evening Schools. In Edmonton, provision was made for teaching Technical Education in a temporary building that was remodelled at a cost of $8,000 and equipped at a cost of $20,000 (1913 Annual Report, p. 72). Provision was made for teaching both day and evening classes with the evening classes being similar to those for the day classes except that the work was of a more advanced nature.

The 1913 Annual Report of the Department of Education names the courses offered in the day classes and gives an enrollment figure of 73 students, with 182 students being enrolled in evening classes. In addition, there were also 101 students seeking enrollment in the evening classes in the Edmonton Technical School who could not be accommodated.

The work of the Edmonton Technical School marked an initial major attempt on the part of the Department of Education to offer skill training for adults. In addition to this, the department also began an Evening School program in 1912-13 which offered upgrading, English as a second language, and skill training such as commercial courses for adults who had to work during the day but who were desirous of improving their educational qualifications in order to compete on the job market. The 1913 Annual Report of the Department of Education partially described this program as follows:

> In addition to the classes in the Technical School, night classes have been formed for those wishing to improve their general education, and especially to enable the non-English speaking part of the city's population to learn English. In these night schools there are two classes each of fifteen young ladies taking training in Domestic Science, a class of twenty-five students in Stenography and Typewriting, and one hundred and fifteen students, chiefly foreigners, learning English and elementary Arithmetic (pp. 72-73).

These efforts appear to be the forerunner of the present AVC upgrading, English as Second Language, and occupational training courses being offered to adult Albertans today.

The 1914 Annual Report contains a statement made by the Provincial Director of Technical Education for night classes and which shows 17 districts that offered a variety of technical subjects such as Advanced Shorthand, coal mining, English for non-English speaking, Industrial Chemistry.

Growth of Commercial Training

The 1914 Annual Report of the Department of Education published the first prescribed commercial course for Alberta high school students. It provided a two-year program open to students who had passed the Grade VIII Public School Leaving Examinations, or equivalent. Those who successfully passed the examination for the first and second year were awarded the Commercial Diploma. The regulations governing the courses of studies, examinations, and requirements for the Commercial Diploma are described in the 1914 Annual Report, together with the following information:

> The organization of a two-year commercial course offered in connection with the regular high schools was the first step in providing vocational education to meet the special needs of urban communities. This course is now being offered in the cities of Lethbridge, Medicine Hat, Calgary and Edmonton (p. 49).

There were General, Special, and Optional courses for each year of the two-year Commercial program. The first year included:

General

English Literature
English Composition
Canadian History and Civics
English Grammar
Spelling
Arithmetic
Penmanship

Special

Bookkeeping
Business Forms
Typewriting
Rapid Calculation

Optional

Algebra and French

Arithmetic included commercial problems such as having the students compute simple interest, bank discount, taxes, insurance and commission. The student, after completing the typewriting course, was expected to type twenty words per minute.

These subjects were included in the second year of the two-year Commercial program:

General

English Literature

English Composition (with special attention to business correspondence and study of current events)

Geography (including a study of conditions concerning climate and productions, development of natural resources, manufacture, transportation, markets of the world, capital, labor, finance)

Spelling

Arithmetic (with special study of commercial and accounting problems)

Rapid Calculation (short methods in discounts, etcetera, should be taken up, and senior classes should be able to work at least ten short problems in half an hour)

Penmanship

Special

Bookkeeping and Accounting

Commercial Law

Commercial Correspondence

Stenography Practice (dictation speed 80-100 words per minute, transcribed on the typewriter at 15 words per minute)

Typewriting (speed of 30-40 words per minute)

Optional

Algebra and French

The 1915 Annual Report contains enrollment figures for the Commercial courses that were offered in the Evening Schools in Edmonton, and also gives the following information on page 61:

	Class Taught by	
	Mr. J. W. Barnett	Mr. J. P. Page
Length of Course in Weeks	23	21
No. Periods per Week	3	3
Length of Instruction Period (in hours)	1.5	1.5
Maximum enrollment during term	92	46
Median age for male students	21	22
Median age for female students	17	17 - 18

The report further indicated that these night school classes were meeting the needs of the adult learner. The following statement supports this claim:

> The information regarding the age of the students shows clearly that the night schools are meeting the educational needs of mature people who, while engaged in the active affairs of life, find themselves in need of instruction and training to enable them to hold their ground in the face of competition or to qualify for advancement to positions of greater responsibility. Unable to give up their positions to attend educational institutions giving day instruction, these people would be wholly unprovided for were it not for the night school organization. They have just as much claim on the public money expended for the education of people of such ages as have those who are able to attend the educational institutions providing instruction during the day (pp. 64-65).

In Alberta, by 1920, there were three Public Commercial Schools providing vocational instruction. The courses in these schools included bookkeeping, commercial law, office practice, and commercial geography.

> The courses covered one and two years and were available in Calgary, Edmonton, and Lethbridge. The enrollment in Calgary for the year 1919-20 equalled 221, at Edmonton 197, at Lethbridge, 43; total 461. Commercial subjects are also taught in the evening classes. The numbers enrolled at Calgary equalled 104, and at Edmonton 83; total 187 (1920 Annual Report, p. 132).

The courses that lead to a Commercial Diploma were first reported in 1914 and were taught beginning with the Grade 9 level. Six years later, in 1920, the Department of Education was considering extending the courses offered in Commercial Schools to and through Grade 11.

In 1922, the Department of Education expanded its reporting procedure for the Annual Report by including information on enrollments in private business schools and also information pertaining to the activities of students once they left the public school system. The follow-up survey for 1922 showed that there were 133 girls and 131 boys from Grades VII to Grade XII who went to work in shops and offices when they left school (1922 Annual Report, p. 116).

Comments in the 1925 Annual Report regarding the Edmonton Technical School reveal that it "appears to have consolidated its position among the educational agencies in the city and to have an expanding field of usefulness ahead of it" (p. 103).

At this time, the Department of Education was considering the development of a more adequate policy for vocational education, and it was thought that correspondence courses were the most effective means of delivering instruction to all people in the province regardless of where they lived. In addition, the department was making plans to offer well-organized evening courses where it was possible to teach these courses. Instructors for these courses were to be "practical men" and they would receive assistance from the department on how to organize and teach their subject (1925 Annual Report, p. 103).

Effects of the Great Depression

The Annual Report of the Department of Education for 1930 includes a report from the Director of Technical Education, W. G. Carpenter, who was also the Principal of the Provincial Institute of Technology and Art at Calgary. In his report, Mr. Carpenter expressed great concern for the economic situation that existed in the province and its effect on evening class attendance and enrollment when he wrote:

> There was much unemployment, prices of farm products reached unprecedentedly low levels and business conditions were causing much concern. While the slackness in business conditions produced long periods of leisure, freeing individuals to attend instructional classes, yet the lack of financial resource has made it impossible for many who would attend classes were it not for the fees and expenses which are necessary. This has had a noticeable effect, particularly upon evening class attendances and the enrollments of those coming from the farm (p. 86).

The same report also mentions regret that the services of the Edmonton Technical School would not be extended in spite of the fact that additional accommodation for many courses was badly needed.

However, the report did cite the good organization for Commercial education in both the Public and Separate School Boards of the two large population centres, as well as in Lethbridge. The report also expresses interest in the growth that had taken place in Commercial education throughout Alberta.

There continued to be concern among educators about the economic conditions that were being experienced from 1930 and that continued into 1931. The lack of funds affected specifically the technical education because this type of education required more expensive equipment and also a smaller ratio of students per instructor than that found in the normal classroom. At the same time, 1931 was a year in which greater interest was expressed by both professional educators and interested lay people in practical education. There was, also, steady growth in the population of the two major cities, and educational statistics show that there were more students enrolled in the Commercial courses in Edmonton (695) than in Calgary (401) (1931 Annual Report, p. 94). The Director of Technical Education for Alberta, in the Annual Report for 1931, made a number of references to providing more commercially-trained students for the job market than that market could absorb, and the cost of a technical high school when he said:

> It is often argued that it is unwise to train more persons than the employing constituency can absorb. The training in a good commercial school, however, may have all the disciplinary and cultural values that an ordinary academic school offers, while at the same time the content of the programme includes values of a utilitarian type. Even if one did not secure a job as a stenographer or typist or bookkeeper, the content of the subjects studied is more or less useful in any vocation and remains so for life. It seems that now a fully organized four-year commercial course is available, school boards should give further consideration to the problem of increasing the accommodation in their commercial schools. Since the organization of a commercial high school is really less costly than the organization of an academic or a technical high school, there should be considerable expansion in this type of training. School boards in small centres might well consider offering commercial courses (p. 94).

During that period, high school graduates who also held a Commercial School Diploma were finding it difficult to compete on the job market with high school graduates who, after graduation, specialized in commercial subjects in one of the private business colleges. In order to better prepare the Commercial High School graduate for the world of work, the Department of Education revised and extended the program by one year, to Grade 12.

In the early part of the Depression, in 1933, many young people made the decision that they would remain in school for a longer period of time rather than leave school and become unemployed. Because of this decision, enrollments in commercial courses increased to the point where schools in the two large cities were forced to go on double shift plans. These schools were: McDougall and Strathcona in Edmonton, and Central in Calgary (1933 Annual Report, p. 68). The shops and classrooms in the Technical Schools were being used to their capacities. This increase in enrollment in the Commercial facilities, and in the Technical Schools, could be attributed partly to the fact that graduates from these programs were acquiring marketable skills. This fact was reported in the 1934 Annual Report in this manner:

> A greater interest is shown in the use value of subjects of instruction as evidenced by the rapidly increased enrollments in the Technical and Commercial schools. The prestige of these schools is increasing . . . Medicine Hat, Nanton, Ponoka, and Drumheller began offering the Commercial program . . . In both Calgary and Edmonton increased enrollments are reported in the Commercial and Technical Schools . . . More young people with technical training have succeeded in securing employment (p. 72).

Because it was less expensive to establish a Commercial program in a school than it was to extend the academic or technical offerings, the trend to include Commercial courses in the schools of Alberta continued into 1935 when these courses were offered at Turner Valley, Lacombe, Vegreville, Edson, and Wetaskiwin. The rationale for extending Commercial courses to more schools was elaborated upon by the Department of Education in this way:

> By means of a commercial program an additional year was provided at school with utilitarian subjects of study; and in each of these places, from 20 to 30 young people, with excellent Academic background, returned to these classes (1935 Annual Report, p. 94).

Dominion-Provincial Youth Training Act (1937)

Vocational Training was the term used by educational authorities to describe a variety of training programs that were offered under the direct administration of the Division of Vocational Education of the Department of Education. An agreement signed under the Dominion-Provincial Youth Training Act of 1937 became the first of a series of agreements that were of the utmost significance in contributing to the development of vocational training in Alberta. The agreement was signed between the Federal Department of Labor and the Alberta Department of Education wherein the costs of the program would be shared between the two levels of Government. The purpose of this agreement was restated in the 1946 Annual Report of the Department of Education as follows:

> Late in the year 1937, formal recognition was given to the needs of large numbers of unemployed youth to participate in a program of self-development that stopped the erosion of purpose, morale, and skill that was affecting so many as a result of the economic and social depression of the times (p. 77).

The Annual Report of the Department of Education for 1946 gives a brief historical review of the character of the responsibilities placed on Canadian Vocational Training following its inception as youth training and later as War Emergency Training. This changing character was described in 1946 by the Director of Canadian Vocational Training for Alberta as follows:

> First born in the relative quiet of an economic depression, vocational training was reared hastily to maturity in the fierce turmoil of the War. During this period and before expiration of the term of the original agreement between the Federal Department of Labor and the Provincial Department of Education, a new Dominion-Provincial Agreement was signed in 1940 under the name of War Emergency Training (p. 78).

The Dominion-Provincial Youth Training Agreement of 1937 had been designed to provide training in five projects, one of which was "industrial and commercial" (Campbell, 1968, p. 78). Known as occupational training, this project was one that proved to be successful in its beginning and one that ultimately developed and expanded as time progressed. The summary contained in the 1946 Annual Report gives the following information about the centres that were opened and the purposes of the training provided to students in these centres:

> In October, 1937, the first centres offering Youth Training courses were opened in Edmonton, Calgary, Lethbridge, Drumheller, Blairmore, and Medicine Hat, and a Forestry course was opened west of High River. Courses were open to unemployed men and women between the ages of 18 and 30, with a three-fold function. First, they built up morale of the unemployed, and taught work habits to make them more employable; secondly, they enabled the youth of certain areas debilitated by unemployment or drouth to train for employment in other areas; and thirdly, it was a vocational guidance programme. Health and Physical Training were an important and compulsory aspect of the training (p. 78).

From its inception until March 1939, 14,736 young men and women received training in Agriculture Short Courses, Forestry, Household and Special Services, Industrial, and Commercial Courses. It was intended that this agreement would be in operation for a five-year period.

War Emergency Training Act (1939)

When World War II broke out in 1939, there was a shift in training emphasis at these centres from the training of unemployed youth to the training of war workers and military tradesmen for the armed forces.

The year that the war began, the Dominion-Provincial War Emergency Training Act was passed and the facilities which had been established as Youth Training Centres were turned over in 1940 to War Emergency Training.

THE WAR YEARS

The onset of the Second World War in 1939 found the nation ill-prepared to enter so strenuous an activity, and the Director of Technical Education for Alberta reported that by 1940 "the employment picture of trained youth underwent a remarkable change . . . The application of the students and their industry (in training programs) was never better. There are very few problems in discipline" (p. 74). Student aid was initiated which provided assistance to university students of proven ability who were in needy circumstances. In the fiscal year 1939-40, 9,349 men and women received training, including 226 tradesmen for the Royal Canadian Air Force. During the period that followed, the emphasis changed from agriculture and similar types of training courses to intensive industrial courses for the Royal Canadian Air Force and Army tradesmen, as well as tradesmen for industry. Two, and sometimes three, shifts of students per day received instruction in these facilities. During 1941, 1942, and 1943, approximately 5,000 tradesmen were trained each year in Alberta under the War Emergency Training Act (1946 Annual Report, p. 79). The following statement from the 1941 Annual Report of the Department of Education gives an indication of the extent of the demand for technical training during that period: "There has never been a time in the history of public education when there was a greater demand for specialized educational programs of a technical nature" (p. 80).

During this time, many school facilities that had a technical orientation were turned over to programs that were used for war emergency training. The building used by the Provincial Institute of Technology and Art in Calgary was one such facility that was expropriated as were other technical schools with their equipment. The Youth Training movement was readily adaptable to the needs of the emergency.

By the 1938-39 school year, the situation regarding high school commercial programs was such that students had the opportunity to major in commercial options in public schools at the following locations: Calgary, Edmonton, Lacombe, Lethbridge, Medicine Hat, Banff, Vegreville, Ponoka, Red Deer, and Wetaskiwin (1939 Annual Report, p. 45). During the 1939-40 school year, a special one-year course in commercial subjects was instituted with an enrollment of 118 students (1940 Annual Report, p. 44).

By 1943, the peak of the stress for training for war work had passed and the Edmonton School Board decided to close the Technical School. This decision caused grave concern in the Department of Education and that concern was expressed in the Annual Report of 1943.

> It is difficult to see the state of emergency that led to the taking of this drastic step, depriving this practical school from the youth of Edmonton, particularly under conditions that exist in the city at the present time . . . It is one of the earmarks of a modern educational system (p. 74).

The Department of Education arranged to continue to use the facilities for commercial training and later added academic upgrading courses.

Canadian Vocational Training Act (1944)

The Federal Government enacted the Vocational Training Co-ordination Act in 1942. In 1944 this Act was re-named the Canadian Vocational Training Act. It was a co-operative enterprise of both the Dominion and

Provincial Governments through their respective departments of Labor and Education with each level of government sharing 50% of costs of all programs with the exception of training for returning servicemen which the Federal Government agreed to support 100% of the costs. The terms of the Canadian Vocational Training Act provided for Youth Training, Student Aid, Supervisory Training; but its main activities were the technical training of apprentices and rehabilitation training of veterans of the Second World War. A summary in the 1946 Annual Report of the Department of Education made the following observation about this legislation:

> It is interesting to note that education is a Provincial responsibility according to the terms of the B.N.A. Act, and when Federal participation is required in time of national need or emergency, it is obtained through the regular channels of Dominion-Provincial Agreements. In general, the agreements provide for 50-50 sharing of costs, though training of veterans is a 100% Federal responsibility (p. 78).

Programs under the Canadian Vocational Training Act in 1946 were designated "Canadian Vocational Training." In terms of providing these ex-servicemen and women with skills for a civilian occupation, 1946 was the heaviest year in providing rehabilitation training so that these members of Canadian society who served in the war could be returned as productive workers to the civilian economy.

To train 7,000 trainees for some form of a civilian occupation, approximately one million dollars was spent in Alberta on this program.

> Some conception of the size of the organization may be gathered from the maximum figures of 350,000 square feet of floor space for training purposes, expenditures exclusive of equipment and allowances of trainees of approximately $1,000,000 for this year, and a peak load of about 7,000 trainees (1946 Annual Report, p. 79).

The 1946 Annual Report also lists course titles for the subjects offered to trainees under the Canadian Vocational Training Agreement.

> In Edmonton, the former Technical School was regained, housing courses in Pre-matriculation, Electricity, Cabinet Making, Machine Shop, Motor Mechanics, Barbering, Welding, and Drafting. The former Recreation Hall of the American forces was obtained to house Commercial and Projectionist classes, with a capacity of 200. There is a continuing demand for the graduates of the Commercial School (p. 80).

GROWTH YEARS

By 1950, the rehabilitation of veterans had been completed and the training offered was re-directed to meet the needs of the unemployed, the disabled, and the increasing needs of industry for trained workers (Campbell, 1968, p. 103). At this point, the Division of Vocational Education of the Alberta Department of Education was operating under the Canadian Vocational Training Agreement which had been signed with the Federal Government. This Agreement operated from April 1, 1949, to March 31, 1959 (Villett, 1970, p. 2).

The 1953 Annual Report of the Department of Education contains the Report of the Regional Director of Canadian Vocational Training for Alberta which described commercial classes offered as: Typewriting, Bookkeeping, Stenography, Shorthand, and related subjects (p. 90). These classes were conducted in Edmonton at the former Technical School. In 1956, the Regional Director's report discussed the instructional delivery system of these commercial classes.

> A staff of two instructs in all phases of commercial training. Instruction is given on a tutorial basis, and admissions are arranged at any time, there being no fixed intake dates. This aspect of the school operation is most important to unemployed or disabled persons who of necessity must enter training immediately upon approval (p. 100).

The Department of Education, in its 1955 Annual Report, also refers to the Canadian Vocational Training Commercial School in Edmonton and gives enrollments for that school for the year. Subsequent Annual Reports give enrollment figures which show a steady growth and continued employment opportunities for the graduates.

In order to qualify for commercial training, candidates were to meet the following two criteria: They were to be over 16 years of age and they had to be unemployed. Physically disabled persons were also eligible for training. A monthly assistance allowance was available for those who were being trained under the Canadian Vocational Training Agreement. The 1959 Annual Report of the Department of Education provides an outline of the allowances that were paid at that time. These allowances ranged from $44 per month to a maximum of $100 per month and were paid to the student by the Federal Department of Labor. Those who were involved in this training program did so on a tuition-free basis and also received their transportation to and from their place of residence to their place of training.

A series of agreements that were directed at the development of a skilled pool of manpower were signed between the Federal and Provincial Governments subsequent to the Canadian Vocational Training Act of 1944. These agreements encouraged the development of training facilities and the presentation of training programs to meet the skilled manpower needs of the nation. In 1957, the Vocational Technical Training Agreement, No. 2, was signed between Ottawa and Alberta. The terms of this agreement provided for financial assistance from Ottawa for the capital expansion for training programs that were started under Canadian Vocational Training. Two years later, in 1959, both the Federal and

Provincial Governments became signatories to the Special Vocational Training Projects Agreement which expanded Federal participation in the cost-sharing of the operational costs of training programs to alleviate both unemployment and the shortage of skilled manpower. This agreement was in effect from April 1, 1959, to March 31, 1961 (Villett, 1970, p. 1).

DEVELOPMENT OF THE ALBERTA VOCATIONAL CENTRES (AVC's)

Technical and Vocational Training Assistance Act, 1961

On April 1, 1961, an agreement under the Technical and Vocational Training Assistance Act was signed by both the Federal and Provincial Governments. This agreement provided for extended operational and capital financial assistance from the Federal Government for approved provincial technical and vocational projects of training and was in effect until March 31, 1967.

Under this agreement, Programs 3 and 6 had to do with the improvement of the Canadian labor force. These particular programs promoted some aspect of adult or continuing education. In the agreement, there were cost-sharing arrangements to support short courses which ranged from two to thirty weeks in length, courses for the retraining or upgrading of persons either employed or unemployed, and courses designed to make the disabled economically efficient. McKinnon, the Minister of Education, pointed out in 1961 that this agreement had a stimulating effect on vocational education in Alberta. However, Alberta had vocational education programs in its high schools and other types of institutions for several decades prior to this. In a statement made in 1967, McKinnon elaborated upon the business education programs that existed.

> Furthermore, these schools had developed programs in business education involving more particularly stenography, typing, and bookkeeping. While the business education courses in composite schools proved particularly successful, most educators were disturbed about the effectiveness of the technical electives (McKinnon, 1967, p. 2).

The fact that the province already had extensive experience with vocational and technical education, and that the Department of Education was focusing attention on the problems of establishing a second technical institute before the inception of the agreement, made it possible for the Provincial Government to take advantage of the Federal funds under this Act when they became available. The work that had gone on in the province before the legislation of the TVTA Act accounted for the rapidity with which Alberta was able to take advantage of Federal funds that were available under this Act.

In 1960, it had been proposed by educational leaders in the Department of Education that a technical institute be built in Edmonton, and J. P. Mitchell, the Director of Vocational Education of the Department, was appointed principal. Since 1913 the province had operated the Provincial Institute of Technology and Art in Calgary which was one of the first institutes of technology in Canada. When the Northern Alberta Institute of Technology was established at Edmonton, the name of the Provincial Institute of Technology and Art was changed to the Southern Alberta Institute of Technology. In 1961, with a second institute to be located in Edmonton already on the drawing boards, it was possible for the province to take full advantage of the cost-sharing benefits that were offered under the terms of the TVTA Agreement (1961).

Program 7 of the TVTA Agreement (1961) also provided for the University training of occupationally competent persons in the pedagogy of teaching in technical and vocational education. As with other programs of this Act, Program 7 was cost-shared by the Federal Government (50%) and the Provincial Government (50%). To prepare teachers to staff vocational schools and the technical institutes, the Division of Industrial and Vocational Education was established in the Faculty of Education of the University of Alberta. This Division commenced operation in the fall term of the 1963-64 academic year with an encouraging enrollment and was granted Departmental status in the Faculty of Education one year later in 1964.

Under the Technical and Vocational Training Assistance Agreement of 1961, the training of unemployed people was to gain increasing importance. Hubert (1977) summarizes this increase in training of unemployed persons in this way:

> Program 5 under the TVTA Act had succeeded the old schedule 'M'. In 1959-60 only 369 persons benefitted from this plan. In 1960-61 this figure more than doubled to 745 and by 1964-65 the figure had more than doubled again--to 1,736. The rapid increase after 1963 was due to the major amendments in the TVTA Act which enabled the provincial government to recover up to 90% of all costs of training unemployed individuals (p. 23).

Apprentices who had formerly been trained at the Canadian Vocational Centres (CVC's) were now being trained at the Southern Alberta Institute of Technology and after 1962 at the Northern Alberta Institute of Technology, as reported in the 1963 Annual Report of the Department.

The Deputy Minister of Education (Dr. Swift) decided in 1965 that Alberta should have the recognition it deserved in operating the Canadian Vocational Training Centres, and he therefore directed that they be re-named the Alberta Vocational Centres.

Alberta Vocational Centre (Calgary), 1965

In 1965, the Canadian Vocational Training activities were all brought together in one facility in the former Taylor Pearson Carson Building at 300-5 Fifth Avenue SW. Courses offered were academic upgrading and business education, with a total of 535 students registered for training in 1965, as reported by the Department's Annual Report of 1966. AVC Calgary acquired its own building in 1971.

Alberta Vocational Centre (Edmonton), 1965

Canadian Vocational Training in Edmonton also became Alberta Vocational Training in 1965 but, because no adequate facility could be found, it was operated out of a number of buildings until 1970 when it moved into the present building on 108 Street and 102 Avenue.

Alberta Vocational Centre (Fort McMurray), 1965-1978

The year 1965 also marked the beginning of the Alberta Vocational Centre at Fort McMurray. Great Canadian Oil Sands had commenced construction of an extraction plant north of Fort McMurray the previous year and needed skilled manpower. Many native people in the area were unemployed and did not have the much-needed skills to become employed. In 1964, plans were developed to operationalize an AVC in Fort McMurray in six months and on October 4, 1965, classes commenced with courses in Vocational Preparation, Vehicle Servicing, Heavy Equipment Operation and Servicing, Driver Training, Building Construction, and Welding, as reported in the Department's Annual Report of 1966. With the exception of vocational preparation, all programs were of a short-term pre-employment variety designed to train unemployed people for the labor market.

The Worth Report (1972) recommended that AVC Fort McMurray "ought to continue in its special role at least for the next few years, but it should be classified under further education for administrative purposes" (p. 93). However, the decision of the Department in 1978 was that AVC Fort McMurray should come under public Governance and it was re-named Keyano College.

Occupational Training of Adults Act, 1967

In a policy statement in January, 1967, the Minister of Education for Alberta (McKinnon) reviewed the events of the previous year and outlined Provincial Government plans for support of technical and vocational training in Alberta. The Federal Government had put forward some proposals for replacing the provisions of the Technical and Vocational Training Assistance Act. One of the proposals of the Federal Government was to provide funds for the province such as existed under the former Act, but with no strings attached.

The Occupational Training of Adults Act was passed and an agreement signed on April 1, 1967, by the representatives of both the federal and provincial governments. In a paper dated September, 1970, Villett outlined some of the difficulties with this agreement. One of these difficulties had to do with the definition of an adult and the application of the "eligibility" stipulation. In order to be eligible for tuition and allowances a person must have been on the labor market for three years. Villett (1970) pointed out that:

> Strict application of the eligibility stipulation rules out deserving adults such as unmarried mothers, widows, separated women (being a housewife is prima facie evidence of not working), young people not suited by size, temperament or problems for the regular school system, women with grownup families wishing to enter or re-enter the "labour market" and who require refresher courses or retraining (p. 6).

In order to equalize the opportunity for such disadvantaged persons to enter the labor force on a parity with others, the Alberta Government instituted the Alberta Vocational Training Program in 1967. At that time, as described by Villet (1970), the training allowance in accordance with the provincial program, ranged from $20 per week to $75 per week, depending on living arrangements and number of dependents. In addition, the provincial government would provide essential books, supplies, tools, and any other expenditures essential to the training program, as well as registration fees.

McKinnon (1967) explained that the Department of Education had been concerned with adult or continuing education for the improvement of the labor force for over a decade but that its role was beginning to expand in this direction. Under the Technical and Vocational Training Assistance Agreement the Federal Government shared in the cost of providing instruction and shared also in the payment of maintenance allowances to those temporarily withdrawn from the labor force to take courses to become upgraded.

The Federal Government had indicated a readiness to assume wider responsibilities for adult training than had been carried out under Programs 3 and 6 of the Technical and Vocational Training Assistance Act. The Minister of Education elaborated on the cost that the Federal Government would assume for retraining of adults under the Occupational Training of Adults Act when he said:

> It is anticipated that the Federal Government will assume the complete costs of adult programs provided these conditions are met: if the individual desiring aid has been in the labor force for three years, maintenance allowances will be paid to him directly by the Federal Government. Furthermore, in buying instruction for this individual the Federal Government indicates its willingness to pay to the Provincial Government or other agency not only the operating costs but the overhead costs as well (McKinnon, 1967, p. 17).

As Villett (1970) pointed out, prior to 1967 all provinces had training allowance schemes and the federal government had none. After 1967, the federal government had a training allowance scheme, and the provinces, with the exception of Alberta, had none.

Alberta NewStart Inc., 1967, and AVC Lac La Biche, 1973

In August of 1967, the Federal Department of Manpower concluded an agreement with the Alberta Department of Education to establish a company under the Societies Act to be known as Alberta NewStart Inc. The objective of this agreement was to develop methods of training people for gainful employment who were considered to be educationally disadvantaged. The company that was to be formed would operate in an industrially designated area and through research and development would develop techniques, processes and procedures which could lead to the betterment of all aspects of the social and economic conditions of the area where the company was established. Agreement was reached between Ottawa and the Provincial Government that such a company would be formed in Alberta and that its activities would be centred in the Lac La Biche area. The company was to operate under a Board of Governors in the area of Lac La Biche-Fort McMurray, particularly in communities that had a low standard of living. As noted by Hubert (1977), this operation continued until April 1, 1973, when it evolved into the Alberta Vocational Centre at Lac La Biche (p. 28).

Department of Regional Economic Expansion (DREE), and the Alberta Vocational Centre (Grouard), 1970

The Alberta Vocational Centre at Grouard came into existence as a result of another set of federal initiatives under the Department of Regional Economic Expansion (DREE) in 1970 when the Lesser Slave Lake Region of Alberta was declared a special area by that Department. As described by Hubert (1977), this meant that it became eligible for federal funds which could be used to upgrade educational facilities with heavy emphasis on adult upgrading and skill training (p. 26).

Community Vocational Centres, 1970

In addition to Grouard, satellite training programs for native people throughout this designated area were similarly funded. Hubert (1977) explains that through the Human Resources Development Authority (HRDA), the Provincial Government entered into an agreement with the Federal Government's Department of Regional Economic Expansion which was instrumental in the establishment of both Grouard Alberta Vocational Centre and the Community Vocational Centres program which is currently operated out of Slave Lake.

The Worth Commission, 1969

In June of 1969 a Commission on Educational Planning was established by Order in Council under the Public Inquiries Act, chaired by Dr. W. Worth. The very broad mandate of the Commission with regard to education may be summarized briefly as "to study the total educational organization . . . to decide the necessary adaptations of these institutions to the trends and needs" of Alberta society (Worth, 1972, p. 304). The Report of the Commission, A Choice of Futures, was published in October of 1972. The recommendation of the Commission regarding the

Alberta Vocational Training Centres was that:

> Centres in Calgary and Edmonton should be amalgamated with the community colleges in those cities . . . Fort McMurray ought to continue in its special role at least for the next few years, but it should be classified under further education for administrative purposes . . . The conversion of the Grouard facility to some other use of greater benefit to northern Alberta seems appropriate (Worth, 1972, pp. 93-4).

The facility at Lac La Biche was not mentioned specifically. The proposed amalgamations and conversion did not come about; however, AVC Fort McMurray was placed under a Board of Governors in 1978.

Villett (1970), had made a submission to the Worth Commission concerning adult vocational training from the viewpoint of the Vocational Training Section of the Division of Vocational Education of the Department of Education in September of 1970. In this submission, it was pointed out that the Alberta Vocational Centres had a unique role to play in the training and retraining of adults and in providing direction and guidance to other institutions. The following quotation from the submission explains the need for operating these centres as separate entities apart from the Colleges system or the technical institutions in the province.

> It has been found that when adults are in youth orientated institutions and are at a lower academic or skill training level, that both the staff and the adult students are of low "status" or at the bottom of the "hen-pecking order". Adults are also reluctant to enter institutions when they are at a lower level than the mass of the students and where the mass of the students are younger. Thus, an adult entering an adult centre at a Grade IV level feels at home with the other adults; however, his problems of re-entering the educational process are compounded if at this level he is in an institution where most other students are at a much higher level and are the age of his own children. While, ostensibly, the colleges in the province are designed for the total population, there is a good possibility that full-time adult education will suffer by default as the sheer number of youth utilizing the colleges will of necessity determine the outlook and major emphasis (Villett, 1970, p. 9).

Philosophy and Future Role of the Alberta Vocational Centres

Alberta Regulations 268/70 and 269/70, passed by the Alberta Cabinet in 1970, set out the Vocational Education Regulations and the Alberta Vocational Centre Regulations under which the Centres currently operate. Under these regulations:

> disabled person means a resident person deemed to be disabled within the meaning of the agreement with Canada relating to the rehabilitation of disabled persons,
>
> disadvantaged person means a person who has usually less than a high school diploma and is one who cannot be considered to have the normal prospect of becoming self-sufficient and/or of obtaining employment.
>
> program means a defined aggregation of courses (Alberta Regulation 269/70, p. 34).

The philosophy and guidelines of the four Alberta Vocational Centres, and the resultant programs/courses of study, derive from these regulations.

Regarding the future role of the Alberta Vocational Training, Villett's (1970) statement is of interest to this study, particularly as it pertains to the training/retraining of clerical workers.

> Specifically, for Alberta, we forecast that in the next 20 to 30 years there will be: A continued movement of rural people to urban settings . . . (and that) As companies and industries become larger, cybernetics will replace workers in the repetitive, heavy manual jobs. Cybernetics will also do many clerical jobs . . . As routine clerical jobs are increasingly carried out by cybernetics, women will have to be retrained to maximize their potential (p. 8).

Enrollments and job opportunities for graduates from the business education programs at the Alberta Vocational Centres have shown a steady pattern of growth. "Specific shortages of graduates were noted in the clerk-typist/secretarial" (1978-79 Annual Report, p. 43) is typical of the comments throughout the reports of Centre Supervisors.

REVIEW OF RESEARCH DESIGNS RELATED TO FOLLOW-UP STUDIES

Basic texts on research methodology outline three main classifications of research. As described by Best (1970) these are:

> historical research describing what was, descriptive research describing what is, and experimental research describing what will be when certain variables are carefully controlled or manipulated (pp. 14-15).

Historical Research

In a discussion of the important place that historical enquiry occupies in the educational research field, Hayman (1968) suggests that "an understanding of education today . . . depends on a knowledge of the past in education . . . today's events have meaning only in the context of past events which lead to them" (p. 49). Best (1970) also points out that historical research is important to the professional worker in education because it provides important information concerning the effects of certain past educational practices, and may suggest programs for future action, based upon the evaluation of these past experiences.

> They also offer an explanation of the how and why of many of the theories and practices that have developed and that now prevail in the schools. They help educational workers to identify and evaluate fads and band-wagon schemes that have already appeared on the educational scene, only to be discarded. They also contribute to an understanding of the significance of education and the interrelationship between school and the society from which the school derives its functions (Best, 1970, p. 96).

Gay (1976) discusses the place of historical research by pointing out that "there are certain educational problems and issues which can be better understood in light of past experiences" (p. 9).

The purpose of historical research is to arrive at conclusions concerning causes, effects, or trends of past occurrences which might help to explain present events and anticipate future events.

The references on research methodology discuss two types of criticism of historical data; external criticism which assesses authenticity of the data, and internal criticism which evaluates their worth.

The examination of the many developments of the past in commercial/business education would seem to confirm the observation by Best that there is little in education that is really new. "Practices hailed as innovative are often old ideas that have previously been tried and replaced by something new" (Best, 1970, p. 96).

The historical discussion at the opening of this Chapter takes a chronological form. Leedy (1974) states that "chronology fills a very important place in historical study . . . it provides the first step in the process of data interpretation, and interpretation is the necessary element of all research" (p. 73).

Leedy (1974) also discusses the dimension of historical time and the dimension of historical space.

It was decided that a comprehensive historical survey of the development of commercial/business education in Alberta should form an integral part of this research. The primary source of the historical data was the Annual Reports of the Department of Education.

Descriptive Research

Various references refer to this category of research as the survey, the descriptive survey, or the normative survey method of research. Several references discuss survey research and the use of the mail-out questionnaire. Hillway (1969) says that "when a scholar wishes to determine present educational conditions or trends, compare conditions with those of the past, or evaluate them on some sort of rating scale, he turns to the survey" (p. 31). This reference also gives a practical guide for the construction and use of questionnaires which the researcher found most useful.

As discussed in Chapter I, the major purpose of this study was to conduct a follow-up study of those individuals who were enrolled in the Business Education program at the Alberta Vocational Centre (Edmonton) during the 1978-79 school year. Best (1970) says that the follow-up study investigates individuals who have left an institution after having completed a program, a treatment, or a course of study. He further defines the follow-up study as follows:

> The study is concerned with what has happened to them, and what has been the impact of the institution and its programs upon them. By examining their status or seeking their opinions, one may get some idea of the adequacy or inadequacy of the institution's program. Which courses, experiences, or treatments proved to be of value? Which proved to be ineffective or of limited value? Studies of this type enable an institution to evaluate aspects of its program in light of actual results (pp. 134-5).

The follow-up study may also be conducted to determine the status of a group after some period of time. It offers objective information regarding the current status of the former students, as well as attitudinal and opinion data concerning the graduates' perceptions of the adequacy of their training. Gay (1976) states that "they are often conducted by educational institutions for the purpose of internal or external evaluation of their instructional program" (pp. 127).

Hayman (1968) suggests that information gathered through a survey is "easily interpreted and translated into quantitative form for analysis" (p. 68). Another advantage is that it assures that every question is asked of each individual in the sample. The survey is very useful in getting descriptive data which people can provide from their experiences. Hayman (1968) says that it is often the only means through which "opinions, attitudes, suggestions for improvement of instruction and other such data can be obtained" (p. 65-6).

Kerlinger (1967) suggests that survey research has serious drawbacks unless it is used in conjunction with other techniques.

> Two of these difficulties are possible lack of response and the inability to check the explanations given . . . the researcher must content himself with returns as low as 50 or 60 percent (p. 397).

He suggests that if mail questionnaires are used, every effort should be made to obtain returns of at least 80 to 90 percent or more, "and lacking such returns, to learn something of the characteristics of the non-respondents" (p. 397).

The mail questionnaire is, nevertheless, the most common method of carrying out follow-up research. It has both advantages and disadvantages which are discussed by all the references used in this study.

According to Hayman (1968) the questionnaire is especially useful in obtaining information from sizeable groups of widely distributed persons in a short time, and it can result in great savings (p. 67).

Best (1970) also suggests that the rate of return might be disappointing, and advises that a better rate of return might be expected:

> if one is dealing with a group of repondents who have a genuine interest in the problem under investigation, who know the centre, or who have some common bond of loyalty to a sponsoring institution or organization . . . However, the questionnaire has unique advantages if properly constructed and administered (p. 162).

Gay (1976) suggests that criticisms of questionnaires are related not to their use but to their misuse. However, he states that in comparison to an interview procedure, "the questionnaire is much more efficient in that it requires less time, is less expensive, and permits collection of data from a much larger sample" (p. 128).

Three kinds of hypotheses are discussed by Hayman (1968); the declarative form, the null form, or the question form. "The question form . . . gives about the same information as the declarative hypothesis, but it asks what the outcome will be, rather than stating what outcome is expected" (Hayman, 1968, p. 23). Hypothesis as such were not developed for this study, but rather the items themselves on the questionnaire were treated in such a way as to attempt to find answers to possible problem areas. Some of the items on the questionnaire take the declarative form, while the majority take the question form.

Although the survey has been one of the most available procedures for the improvement of school systems, the ultimate success of a survey depends on the "interest, goodwill, and confidence of the staff of the school system under study, and on the dignity and sincerity with which the survey is conducted and reported" (Good, 1972, p. 225).

School surveys are often conducted by experts from outside the school system and are sometimes resented by local administrators. However, Engelhart (1972) believes that "the use of outside experts is sometimes necessary when local administrators and other staff members are blind to local conditions and problems" (p. 292-3). Co-operation of all those who are responsible for the successful conduct of a survey is important, as is the use of scientific methods, and the possession of scientific attitudes. Engelhart recommends the training of helpful specialists so that they will be able, with some advice from outside experts, to conduct dependable self-surveys. "Routine collection of data in the schools is not research, but the data that is collected can be useful in research" (Engelhart, 1972, p. 292-3).

Lowry (1958), in completing the requirements for a doctorate, examined the "Principles of Follow-up Research in Business Education." The problem, as identified in the dissertation, was to derive a body of principles to serve as a guide in making follow-up studies of high school graduates who have studied business subjects while in high school. The findings of the Lowry study detailed sixteen principles pertaining to purposes, methods, procedures, techniques, and practices in follow-up research.

A definition of follow-up study is given as being "an organized, formal enquiry into the experiences and reactions of those who were enrolled" (p. 15) in high school business education courses.

Lowry's definition of graduate is "a former student who has comcompleted a prescribed program of study, in recognition of which there is ordinarily awarded a diploma in formal graduation exercises" (p. 17). For the purposes of this study under discussion, a non-graduate is a former student who has completed a prescribed program of study, but who was not awarded the diploma for reasons of having been unsuccessful in (or having dropped) one or more of the courses prescribed for successful completion of the program. For the purposes of the researcher's study, Lowry's definition of termination or drop-out will be used, and that is a "former student who left the program before completing the requirements for graduation" (Lowry, 1958, p. 17).

Experimental Research

This study did not make major use of an experimental research design; however, it was considered important to analyze some of the data by comparing some of the variables. As described by Gay "correlational research attempts to determine whether, and to what degree, a relationship exists between two or more quantifiable variables" (p. 10).

Summary

Rummel (1958) states that "good research includes several methods, a study might include some aspects of the historical method . . . a survey and might involve some statistical methods as well" (pp. 5-6). It was the intention of the researcher to review the historical development of commercial/business education for adults in Alberta so as to place the follow-up study in the proper setting and to analyze the responses of the participants in the light of that historical background.

In selecting the topic for research, the principles elaborated upon by Rummel were also considered:

1. The researcher had a high degree of personal interest in the topic selected for investigation.
2. The researcher chose a topic of significance.
3. The topic was within the researcher's capabilities.
4. The topic was one for which the necessary data were available to the researcher (Rummel, 1958, pp. 24-30).

FOLLOW-UP STUDIES OF VOCATIONAL-TECHNICAL GRADUATES

From a review of the literature, it was found that there exist a number of follow-up studies of high school business education programs, both in Canada and the United States. However, it was found that there were a limited number of studies that were completed on the business education programs at Alberta Vocational Centres, or at other adult training centres having a mandate similar to that of the AVC's.

From the studies that were reviewed, several were selected that involved post-secondary, non-university training programs and that had implications for the current study. Both published and unpublished studies were examined, and are discussed under the following headings:

1. Follow-up Studies of Vocational-Technical Students in Alberta
2. Follow-up Studies Pertaining to Business Education at the AVC's.

Follow-up Studies of Vocational-Technical Students in Alberta

Schindelka (1968). This research was for a Master's thesis at the University of Alberta and was entitled "The Characteristics of Full-Time Day Students in the Alberta Institutes of Technology." To collect data for this research, a questionnaire was designed which sought the following kinds of information from participants: personal data, post-secondary education, and future plans. The questionnaire was sent to a population of 107 individuals taken as a random sample from those full-time day students who attended both institutes of technology. From these 107 participants, 82 usable questionnaires were received which represented a return of 76.6% The data analysis of the 82 questionnaires showed that 90.8% of the full-time day students at both institutes of technology ranged from 18 to 25 years of age, and the majority of the participants were single (90%) and were living at home (40%). However, only 21% of the sample was female.

One of the implications of the study dealt with the need for the training of more mature adults (and females in particular) and for making full-time training more accessible to the adult population.

> Consideration could be given to the provision of more programs and facilities that would meet the needs of females wishing to receive training beyond the high school level . . . Attempts should be made to provide programs and facilities that would attract a student population with a wider range of ages and a greater variety of educational backgrounds . . . by providing (older students) with the financial assistance necessary to enable them to attend classes on a full-time basis (Schindelka, 1968, p. 70).

Collin (1971) completed "A Follow-up Study of the 1966-70 Graduates of the Alberta Agriculture and Vocational Colleges." This study was conducted as part of the requirements for a Master's Degree at the University of Alberta.

Data for the study were obtained by using a questionnaire that was mailed to graduates of the three Agricultural Colleges who graduated between 1966 and 1970. Of the 1,243 questionnaires mailed out, 66% were completed and returned. Analyses of the data showed that 38.9% were females, and of these 81.4% ranged in age from 18 to 29 years. Fifty-four percent of those involved in the study were married.

This follow-up study found that nearly 80% of the graduates obtained employment immediately following their graduation. Slightly more than eighty percent of the participants rated their overall experiences at the college as "good" or "excellent", and 65% perceived their first job as being "considerably" or "very much" related to the program they completed at the college.

Ramer (1974), in completing the requirements for a Master's Degree at the University of Alberta, conducted research that was "A Follow-up Study of Gas Technology Graduates from 1965 Through 1971." The purpose of the study was to provide a description of all those who graduated from the Gas Technology program at the Northern Alberta Institute of Technology from 1965 through 1971. Data for this study was gathered through a questionnaire that was mailed to 107 graduates. Of these 107 graduates, 82 (76.6%) returned questionnaires. An analysis of the data showed that 70.7% of the participants were married, the average age at time of graduation was 21, and all participants in the study were male. When asked to rate the training they received, 76.6% indicated they were better prepared than other new employees.

Stewart (1974) carried out an investigation for a Master's Thesis at the University of Alberta, entitled "Student Characteristics and Academic Success in Selected Programs at the Northern Alberta Institute of Technology." The students studied were those enrolled in the first year of the two-year business and vocational programs. The purpose of the study was to determine the significance of the independent student characteristic variables on student success as measured by weighted grade averages at the end of the third quarter of their first year.

Through a mail-out questionnaire, usable data were obtained from a random sample of 178 students. Third quarter grade-point averages were obtained from Institute files. Twenty-six students in the Secretarial Technology program were included in this study and were found to have the following personal characteristics: sex, 100% female; marital status, 92.3% single; and age, 46.2% were 19 years of age.

With regard to the total sample of the study, the best predictors of academic success were found to be variables associated with student aspirations and high school background.

Kamra (1972). Periodically, the Department of Research and Academic Development at the Northern Alberta Institute of Terchnology conducts follow-up studies of student graduates from the various training programs. One of the first of such studies was completed in 1972 under the direction of the Director (Kamra) and was titled "A Curriculum Validation Study of the Secretarial Technology Program at the Northern Alberta Institute of Technology." Kamra was assisted in this study by two instructors from the secretarial program, Boechler and Bottas. The design of the study was similar to the Weber (1968) Doctoral thesis, "A Q-Sort Study of Curriculum Priorities in Secretarial Education." Approximately 200 cards, each listing a secretarial skill or personal attribute, were prepared. The supervisor (Code 2) and the secretary (Code 3) were asked to sort these cards in a four-step process. The sample was drawn from 28 different types of businesses and industries employing secretaries; one large office and one small office representing each of the 28 types.

The findings of this study were that the highest number of "essential" and "related" answers pertained to the questions regarding interpersonal relations, with "dependability" being the most necessary trait. This was followed closely by "organizes work systematically." With regard to the origination of the documents that secretaries typed, the study found that 82 of the 86 persons interviewed (95%) said the secretary typed from rough-draft or longhand notes, compared with 49 respondents (28%) who said that the secretary typed from shorthand notes.

Secretarial respondents said that although they did not use shorthand on the job, nevertheless it was a prerequisite for being hired.

The findings of the Kamra research regarding interpersonal relations were similar to the findings of the Beere (1962) thesis which examined "Some Aspects of Business Education in Canada with Particular Reference to Alberta." The main purpose of this study was to investigate opinions of businessmen concerning the high school preparation of office personnel. The findings were that business workers require a thorough grounding in fundamental subjects such as spelling, writing, arithmetic, and a sound training in business skill subjects, along with development in "personality and in appropriate attitudes toward work" (Beere, 1962, p. 162).

Follow-up Studies Pertaining to Business Education at the AVC's

The search that was made of the indexes that are used for reporting research findings in education revealed five studies pertaining to, or having implications for, the Business Education programs at the Alberta Vocational Centre (Edmonton). These five studies are discussed in this section, along with two articles.

Gaffney (1973). In August, 1973, Gaffney completed "A Survey of the Subsequent Attainments of a Sample of Students Enrolled in Four Programs at the Alberta Vocational Centre" (Calgary). This survey was prepared under the auspices of the Alberta Government's Summer Temporary Employment Program.

The study attempted to answer two questions: "What becomes of our students?" and "How are those students who succeed different from those who do not?" It focussed on a description of the activities of a sample of students after they left AVC Calgary. It was hoped that such information would help in counselling of new students, in pointing to the strengths and weaknesses in program offerings and in indicating the need for further study. The survey involved a population of 710 students enrolled between 1970 and 1973 in four programs. Of the 200 students in the sample, 137 were interviewed, including 28 Business Education students who were interviewed.

This survey showed that, for those students in the sample from Business Education who came through the Vocational Preparation program, chances of success (defined as completion of the program) seemed to be about 50%; whereas, for those students enrolling directly into Business Education, their chances of success seemed to be three times as great as their chances of failure (Gaffney, 1973, p. 15).

This survey also considered whether or not students who were not on Social Assistance at the time of entry into Business Education succeeded more often than those who were on Social Assistance. Social Assistance was defined as training allowances from such agencies as Unemployment Insurance Commission, the Workmen's Compensation Board, the Indian Affairs Department, or the Department of Health and Social Development. It was found that "as many people receiving as not receiving Social Assistance passed and failed" (Gaffney, 1973, p. 17).

From the variables that were considered in this study, only age and number of dependents tended systematically to discriminate between those who succeeded and those who tended to fail.

> It was observed that those individuals 30 years of age or younger and those that had two or less dependents tended to succeed more often than those older than 30 years of age or with two or more dependents (Gaffney, 1973, p. 19).

When asked which course(s) they found most worthwhile, and which courses they found least worthwhile, it was found that:

> in order of frequency mentioned; typing, business machines, filing and shorthand were deemed to be most worthwhile. The only course that was consistently mentioned as being least worthwhile was "Model Office" (Gaffney, 1973, p. 21).

Regarding the question of whether they would recommend this course to a friend, "all but one would, in fact, recommend the course to a friend. That one person found the course much too short for her liking" (Gaffney, 1973, p. 23).

Maliyamkono, 1975, in completing the requirements for a Doctorate degree, examined the economic benefits of manpower training programs at the Alberta Vocational Centre, Edmonton, in 1975. Business Education was one of the five programs offered during the fiscal year 1972-73 which was analyzed in this study. The economic returns to each of these programs were examined according to whether students completed, or terminated their program before completion. The purpose of the study was to measure the economic benefits derived from manpower training programs conducted at the Alberta Vocational Centre, Edmonton.

This study found that the Business Education program, and other occupationally-oriented programs, "tended to be economically profitable for individuals and for society" (Maliyamkono, 1975, p. 125). However, in the case of the Business Education program, the difference between before and after training earnings was only $70 per year (Maliyamkono, 1975, p. 52).

With regard to the economic returns for welfare payment recipients, the study found that:

> It appears that recipients of welfare payments prior to attending training have a greater tendency to terminate their programs than non-welfare payment recipients and that the former do not necessarily improve their productive capabilities through training (Maliyamkono, 1975, p. 130).

Dixon (1975) submitted a colloquium paper to the University of Alberta in which she discussed a study of the typing tasks performed by beginning typists who had received their training in the Business Education Department of the Alberta Vocational Centre (Edmonton). The purpose of the study was to answer the following questions:

1. What typewriting tasks are performed by beginning typists?
2. What is the frequency of occurrence with which these typewriting tasks are performed?
3. From what source does the beginning typist prepare the typed product?
4. What is the form of the typed product?
5. What responsibility is placed on the typist for the appearance of the typed product?

The design of the study used an interview schedule. Twenty-five typists who had graduated from the Business Education program within the previous year were chosen by means of a table of random numbers. Dixon interviewed each typist using an interview guide sheet which sought information about the type of typing tasks performed and the frequency of that performance.

The data compiled from the study showed that, in the area of source documents, handwriting ranked first followed by typewritten copy. Letters, envelopes, and office memos were the three top typewriting tasks performed by the typists.

Bates, et al (1976). In 1976 a group of instructors made a report on a curriculum survey of adult upgrading programs undertaken through the auspices of the Department of Manpower and Immigration, Training Improvement Program. These instructors were Bates, Clements, Christoffersen-Clark, and Palamarek of the Alberta Vocational Centre (Edmonton). The purpose of this curriculum survey was stated in the report as follows:

> To undertake a review of its program delivery system and to make recommendations for improvements in the program so that it will more closely reflect the needs of adult students (Bates, et al, 1976, p. 2).

The goal was to find an individualized system of instruction which could balance all the variables of time, content, method of instruction, and resources in such a way that instructional priorities would be fulfilled and vocational and personal needs of disadvantaged students would be met (Bates, et al, 1976, p. 4).

The report made eight recommendations, as follows:

1. With regard to continuous intake (weekly), that educational factors should be given greater priority rather than the administrative neatness of instantly placing a student into training.

2. A more effective orientation program during which academic policy, functioning level, motivation to continue, vocational goals and personal problems may be adequately assessed.

3. That the policy of limiting length of sponsorship to 52 weeks be examined for possibilities of extension in cases where students have not reached a level of entry in occupational training programs.

4. In those programs which have facilities for skill training as well as academic upgrading, provision should be made for students to integrate both programs and thereby shorten the overall period of training for many students.

5. That Canada Manpower Commission consider sponsoring students to give entrance qualifications for University.

6. Introduction of upgrading courses which would increase student knowledge and awareness of Canadian political, economic, and social issues.

7. That the long-range effectiveness of the individualized progress method be examined . . . and the findings made known to upgrading programs.

8. That the Department of Manpower and Immigration plan regional workshops for personnel at the instructional level focussing on innovative program planning, development and implementation (Bates, et al, 1973, pp. 28-30).

Alberta Advanced Education and Manpower, 1979. In 1979, the Canadian Institute for Research in the Behavioral and Social Sciences (Calgary) was commissioned by the Department of Advanced Education and Manpower to conduct a follow-up study of graduates of the Alberta Vocational Centres and the Community Vocational Centres. The study is described in a technical report dated December 18, 1979.

The survey consisted of a random sample of 1440 graduates selected from institutional records. A self-completion questionnaire was mailed to this sample of graduates. Non-respondents were followed up by telephone in Southern Alberta or by personal visits in the Grouard and Slave Lake areas. A total of 847 graduates (59%) responded.

The major findings of the study were that most (78%) of the respondents were women, relatively young (52% less than 28 years of age), single/divorced/widowed (60%), and had no or few dependents (58% and 28% respectively). Almost half (49%) had attended grades 11 or 12 prior to enrollment. About a third (30%) had attended grade 9 or less (Technical Report, 1979, p. 8).

The study also found that "graduates from the nursing assistant and business education program clusters were much more likely to be employed than graduates from other programs" (Technical Report, 1979, p. ix). These graduates also rated their programs most highly in terms of the preparation their training gave them for their present jobs (Technical Report, 1979, p. x).

The employment status of the Business Education respondents from AVC Edmonton at the time of the study was as follows; Clerk-Typist/Steno program, 77.3% employed; Clerk-Typist Refresher program, 72.7% employed; Clerical Assistant program, 78.3% employed; and Small Business Bookkeeping program (Accounting for General Business), 80.0% employed.

When asked to state their reason for unemployment, "family responsibilities" and "lack of experience in field of training" accounted for about half of the responses from business education respondents at AVC Edmonton (Technical Report, 1979, p. 50).

The business education participants in the study from AVC Edmonton rated their training highly in terms of preparing them for their present employment. These are the ratings, by training program; Clerk-Typist/Steno, 97.0%; Clerk-Typist Refresher, 75.0%; Clerical Assistant, 88.9%; Small Business Bookkeeping (Accounting for General Business), 87.5% (Technical Report, 1979, p. 66).

The summary of verbatim responses from AVC Edmonton business education students regarding their opinion of deficiencies in the training they received listed the following deficiencies: shorthand, computer programming (4), payroll (2), advanced T4's and Summaries, banking practices, longer typing course (3), Telexing (2), switchboard PABX 741 operation, work experience/ practical experience incorporated into training, more math training, bookkeeping/accounting (3), legal and economic implications of business decisions, phones and public relations (2), estate administration, records keeping (Technical Report, 1979, p. 73).

The verbatim general comments and recommendations of the AVC Edmonton business education students are recorded in Appendix C (pp. 83-4) of this Technical Report. These comments are generally positive, with some recommendations regarding the instructors or the instruction generally.

An article by Harnett (1980) discusses courses bridging the transition from home to work or further education. Such courses are aimed at increasing self-awareness and helping women become more involved in a life-career plan and to feel more in charge of their lives. Some of the course content should include interviewing techniques, handling stress, assertiveness training, translating volunteer skills for the job market, and information on demystification of certain specialized areas.

Watkins (1980), reporting on a recent study, said that an increasing number of women are "in educational and training programs--12.5% today compared with 9.9% a decade ago" (p. 14). The conclusion was that women are profiting greatly from adult education, and that such adult education is more effective if it has an emphasis in terms of work life.

STUDIES ANALYZING STATISTICS AND DATA PERTAINING TO TRENDS IN EMPLOYMENT OF OFFICE WORKERS

In order to place the results of this study in proper perspective with regard to job opportunities and earnings, the researcher decided to review some of the more recent studies analyzing this type of data. Statistics Canada and the Planning Secretariat of the Alberta Department of Advanced Education and Manpower regularly study such data and analyze it in an attempt to forecast manpower requirements. For the purposes of this section of the related literature, the following five studies are discussed: Meltz (1969), Schonfield (1969), Edmonton Social Planning Council (1974), Planning Secretariat of the Department of Advanced Education and Manpower (1976/78/80), and an article by Shallow (1979).

Meltz (1969). In Manpower in Canada 1931 to 1961, Meltz examines the historical statistics of the Canadian labor force. The labor force remained virtually unchanged in the 1930's, but grew rapidly in the 1940's and 1950's with the number of female workers increasing at a much faster rate than the number of male workers.

> The occupational position of the female labor force was relatively stable with the exception of the increase in clerical workers and the decline in the number of women in service occupations between 1941 and 1951 . . . There was rapid growth first in manufacturing and then in service industries . . . the preparation of unskilled laborers generally decreased while that of clerical and professional occupations increased (Meltz, 1969, p. 11).

Meltz also observed that during the period 1951 to 1961 the Canadian labor force expanded significantly and the male-female composition underwent a considerable change. Female participation in the labor force experienced the largest relative gain during the 1950's when the female labor force grew by 50%, whereas the number of male workers increased by 12%.

In the census year 1901, female percentage of the civilian labor force was 12%, by 1961 it was 28%.

Between 1901 and 1961, the greatest growth, in terms of percentage distribution of the civilian labor force was achieved by clerical and professional occupations. This growth was from 4% to 17.7%. Since 1951, clerical workers have formed the largest female occupation group.

On the average, the level of education of females in the labor force has been consistently higher than for males.

When Meltz examined the earnings in each distribution of the civilian labor force it was found that, as a percentage of overall average, 1931 to 1961 showed that "the relative earnings of clerical workers and transportation and communication occupations declined for each decade" (Meltz, 1969,. pp. 17-18).

Schonfield (1969). In a report for the Alberta Human Resources Council entitled "A Baseline Study of Adult Training and Retraining in Alberta", completed in 1969, Schonfield reported many persons as having expressed dissatisfaction with some of the operations of the Department of Manpower and Immigration.

> The major contact which the public has with the Department is through the counsellors at Canada Manpower Centres. In Calgary alone there are some 80 of these with very great powers and many dissatisfied clients. The fact that the Provincial Department of Social Development is supporting its own employment scheme should be sufficient grounds for some fundamental re-thinking. It has been estimated that less than one-third of job vacancies are filled through CMC auspices (Schonfield, 1969, pp. 79-80).

This study also found that the withdrawal rate in courses of 32 weeks was 20.8%, including both sexes.

The marital status of trainees was reported by Schonfield to be as follows:

> The proportions of widowed, divorced and separated females seem to show a consistent rise in each category with age. It is somewhat surprising to find that there are over 200 divorced and separated females below the age of 25 among the trainees, quite a few being under 20 (Schonfield, 19690, p. 29).

Edmonton Social Planning Council (1974). A Task Force on "Women in the Alberta Labor Force" examined the occupational opportunities and salary levels of women who work in this province. The Task Force found that the number of women entering the labor force is growing rapidly, that 39.4% of all women were working and they formed one-third of the Alberta labor force. It was found that working women continue to be centred in a few occupational groups, the largest being clerical workers --82% of all clerical workers were found to be women. At that time (1974), women formed 97% of the labor force of those jobs which pay less than $5,000 per annum, but in occupations where people were paid $10,000 per annum, only 1% of the workers were female. Females were often paid less than males even when doing the same work.

In only 20% of the occupational categories listed by the Alberta Bureau of Statistics did women appear to have the same salary opportunities as their male counterparts.

Shallow (1979) suggests that Canada has not made satisfactory progress toward life-long learning in view of the UNESCO recommendation on adult education. In 1976, Canada, through the Federal Government, agreed to pursue implementation of adult education and report the progress that would be made. Although approving the recommendations, the Federal Government is not giving leadership, and our Canada Employment and Immigration Commission is now pursuing a reduction of upgrading and the elimination of literacy training. Shallow suggests that the challenge of life-long learning is most appropriate at this time.

Planning Secretariat, Advanced Education and Manpower (1976, 1978 and 1980). The Alberta Department of Advanced Education and Manpower, Planning Secretariat, examines manpower in relationship to anticipated economic growth. The report of that Department in May 1976, for the period 1976 to 1980 forecasts a rate of increase in the occupational requirement in Alberta from 1975-80 for stenographic and typing occupations to be 43.61%, and for the bookkeeping occupation to be 44.30%.

The highest numbers of job vacancies in 1975 occurred in the clerical, service, and construction trades occupations. There were a total of 1,100 vacancies in the clerical and related occupation groups.

The summary of the Canadian Occupational Forecasting (COFOR) for Alberta 1975 to 1982 was prepared by the Planning Secretariat of the Alberta Advanced Education and Manpower and published in March of 1976. This model generates forecasts of occupational demand by applying forecasts of industrial employment to the occupational/industrial distribution of employment as given by the census. Stenographic and typing occupations are expected to have an average rate of growth between 1975 and 1982 of between 55% and 60%. Bookkeeping and other clerical occupations are forecast to have a rate of growth between 60% and 70% (COFOR, 1976, p. 21).

In a revised up-date of the December, 1978, forecast for 1978-1987, the following observations were made:

> The highest number of full-time job vacancies during the last four quarters ending with the second quarter of 1978 occurred in the clerical and related occupations . . . the estimated number of full job vacancies in this group was 1,225 (p. 8).

The conclusion reached by this forecast was for a recurrence of rapid growth of the Alberta economy, expected in the 1980's and the resource industries could be credited with this expansion. As a result:

> Increasing manpower requirements will likely be satisfied as the size of the labor force increases as a result of natural increase, high levels of in-migration into the province and increases in the labor force participation rate (1978 forecast, p. 19).

This continuing influx of in-migrants into Alberta during the forecast period (1978-1987) and the appropriateness of their training and experience was seen as a concern.

An October 1980 publication of the Planning Secretariat for the Department of Advanced Education and Manpower, entitled Current Labour Market Conditions for Selected Occupations in Alberta, shows that a manpower shortage exists for the occupational categories of CCDO 4111 Secretaries and Stenographers, and 4113 Typists and Clerk-Typists; whereas for Bookkeepers and Accounting Clerks (CCDO 4131) there is a manpower balance.

Summary

In this Chapter, literature related to the early development of commercial/business education in Alberta was reviewed. The reports of the Department of Education formed the basis of historical review leading to the establishment of the Alberta Vocational Centres.

Research designs as they relate to follow-up studies were discussed followed by an examination of various follow-up studies of occupational training programs in Alberta.

Studies analyzing trends in employment of office workers within the province have also been discussed.

CHAPTER III

METHODOLOGY

INTRODUCTION

This chapter describes the research methodology followed in this study. It includes a description of the population, sample selection, the pilot study, data collection, and data analysis. The instrument for data collection was a questionnaire designed by the researcher. The analysis was conducted at the University of Alberta in Edmonton using the Amdahl Computer situated in the Department of Educational Research Services, Faculty of Education.

A search was made of the information retrieval system, Education Research Information Centre (ERIC), and the standard indexes used to report the findings of educational research were reviewed to determine if any follow-up studies had been conducted on adult learners who completed a business education program at non-university, post-secondary institutions. From this review, it was evident that little or no research had been completed on the follow-up of adult learners who have attended an Alberta Vocational Centre, a Community Vocational Centre, or a Community College to complete a business education program.

Some follow-up studies had been completed on those who received training in a secondary school Business Education program.

The lack of follow-up studies confirmed the need for the present study. During the developmental phase of the data collection instrument, professional literature was reviewed in order to provide background information for the study.

INSTRUMENTATION

From a review of the literature on instrument design, it was decided that a mail-out questionnaire should be used, since it provided an economical and efficient data collection. In selecting the mail-out questionnaire, it was realized that there would be limitations to the validity and reliability of the mail-out questionnaire regarding data collection.

Among the limitations were these:

1. Statements on the questionnaire are subject to misinterpretation by the participants.
2. Time could be a factor in completing the questionnaire.
3. There is the possibility of a low rate of return.

The advantages of the mail-out questionnaire are these:

1. It can be easily distributed to those selected to participate in the study.
2. It is relatively inexpensive to reproduce.
3. It can be used to collect objective data.
4. It can be prepared so that it is free of researcher bias.

The review of related literature also identified methods of constructing a valid and reliable questionnaire. The questionnaire that was designed by the researcher was intended to gather the necessary data used in this study. The majority of the questions used either a nominal or an ordinal scale. After the instrument was approved by the thesis supervisor, it was reviewed by a specialist in instrument design in the Department of Educational Psychology, Faculty of Education, University of Alberta. Following this review, the recommendations made by this reviewer were included, resulting in a more valid questionnaire.

ASSUMPTIONS

The central assumption that was made concerning this research was that the skills, knowledges (understandings), and attitudes that comprise the three learning domains identified by Bloom (1976) that are promulgated on the competency-based course outlines, are those that the student must acquire in order to become employable as a secretary (or stenographer), clerk-typist (or typist), or accounting clerk. It should be noted that the teaching staff in the Business Education Department refer to these competency-based course outlines as the "curriculum."

The following major assumptions were made:

First, that the final draft of the research questionnaire used to collect data for analysis, in addition to possessing reliability, also possessed validity; therefore, the data collected with this instrument would accurately reflect the views and opinions that participants held at the time of the study.

The second underlying assumption for this research was that those selected to participate in the study possessed the necessary background information, and that they had sufficient working experience to permit them to understand the importance of each knowledge and skill and be able to relate these to their job.

A third assumption was that those who responded with completed questionnaires represented the characteristics of the entire population.

DEFINITIONS

Operational definitions are those definitions that apply to a particular study and that are used throughout the study. Below are the operational definitions that were selected for this study.

Business Education Department. The administrative structure of the Alberta Vocational Centre (Edmonton) is organized on a departmental basis of seven instructional departments. Each of these departments is under the direction of an Instructor-Supervisor and/or Instructor Senior with the internal designation of Program Head. The Business Education Department is one of these instructional departments of the centre. This department offers courses of studies to students that will provide them with the requisite skills, knowledges, and attitudes that will permit them to seek employment in the world of business and advance in a chosen occupation. The Business Education Department offers programs in Secretarial (preparing Secretaries and Stenographers), Clerk-Typist (preparing Clerk-Typists or Typists), and Accounting for General Business (preparing Accounting Clerks).

Secretary. From a review of the major occupational classification reference, The Canadian Classification and Dictionary of Occupations, (1971), that is used to identify and code work performed by Canadians in their working environment, it was found that approximately twenty-thousand occupational titles have been classified. However, the Alberta Government uses the same occupational classifications with up-dated definitions in the annual Alberta Salary and Wage Rate Survey. Therefore the researcher decided to refer to the Twenty Third Annual Report of this survey, published in 1979 by Alberta Treasury, Bureau of Statistics, for the occupational definitions.

The term "Secretary" was classified together with "Stenographer"—with the following description of work performed:

> Performs secretarial duties for one or more supervisors. Takes dictation by shorthand and may use transcribing machine. May be required to be versed in technical language of a particular business. Relieves supervisors of minor office details and duties such as arranging appointments, replying to routine correspondence, interviewing callers, answering telephone queries, transmitting instructions, etc. (Alberta Salary and Wage Rate Survey, Twenty Third Annual Report, 1979, p. 152).

Clerk-Typist. The Alberta Salary and Wage Rate Survey, Twenty Third Annual Report, 1979, gives the following occupational definition for Clerk-Typist, Junior (Beginning Level):

> Types reports, case records, statements, letters, charts and other material from copy. May type periodically from a transcribing machine and may perform elementary clerical work incidental to typing duties. The work requires typing proficiency and is distinguished from the Junior Stenographer (Beginning Level) by the absence of shorthand in the work assignment. No previous experience necessary (p. 145).

Accounting Clerk. The Alberta Salary and Wage Rate Survey, Twenty Third Annual Report, 1979, gives the following occupational definition for the work of an accounting clerk:

> Maintains a uniform double-entry set of books, maintains journals and general ledgers of financial transactions, including revenue and expenditure analyses, posts and balances general and subsidiary ledgers, prepares claims and payrolls. May supervise several juniors engaged in related duties (p. 143).

Vocational Business Education. After reviewing a number of definitions for the term Vocational Business Education, the researcher selected the definition given by Douglas, Blanford and Anderson (1962). These authors have defined Vocational Business Education as a program of education which equips the student with marketable skills, knowledges, and attitudes needed for initial employment and advancement in business occupations. It differs from general business education in that general business education provides the student with information and competencies which are needed by all, in managing personal business affairs and in using the services of the business world (Douglas, Blanford and Anderson, 1962, p. 31).

Competency-Based Education. The curricula used in the various training programs in the Business Education Department at the Alberta Vocational Centre (Edmonton) are competency-based. A number of authorities have discussed this term, and the researcher selected the explanation given by Popham, Schrag and Blockhus (1975).

> A competency is a specific activity performed by a worker that is performed to a certain standard. It encourages each student to develop to his or her own full capacity. Competency-based education is the term used to describe education that prepares the worker or consumer to perform essential tasks at stated standards (p. 39).

Course Outline. The course outline contains the course of study for a particular subject area within a training program. As described by Anderson (1956), this is a written resource guide to the curriculum incorporating the general objective of the particular course, the specific objectives, the learning experiences, content, materials, and means of evaluation. This definition was chosen because it describes the organization of the course outlines used in the Business Education Department at the Alberta Vocational Centre (Edmonton). The specific objectives of these course outlines are stated in performance terms.

> The program of studies for a particular occupation in the business education department is comprised of the grouping of a cluster of courses which are required to attain the training of one of these occupations; secretarial, clerk-typist, or accounting clerk (Anderson, 1956, pp. 5-6).

POPULATION

The population for the major phase of the study included 238 individuals who were enrolled in the three programs of Secretarial, Clerk-Typist, and Accounting for General Business, in the Business Education Department of the Alberta Vocational Centre (Edmonton) during the 1978-79 school year. This population was selected to be involved in the research for the following reasons; because of their knowledge of the three major programs that are offered by the Business Education Department, because of the recency of the time of their enrollment and because they could readily relate their training to their experience in the business world.

Excluded from this study were students enrolled in the shorter sixteen-week training programs of Clerk-Typist Refresher, Clerical Assistant, and Pre-Commercial. The population may be described as adults who have been out of the work force for a period of at least one year, are 17 years of age and over, and who qualify for a training allowance from one of the sponsoring agencies. The entrance requirement for the three programs under study is Grade 11 English, Grade 10 mathematics, and a pass mark on a diagnostic entrance test.

The student population comes predominantly from the City of Edmonton and environs.

THE SAMPLE

The sample consisted of all those students who could be contacted and who completed the research questionnaire and returned it. The number of useable questionnaires was 128.

PILOT STUDY

A pilot study was conducted to pretest the research questionnaire before it was used with those selected to participate in the research. The pilot study had the following purposes:

To validate the questionnaire.

To determine if any statements were omitted on this instrument that had significance for the study.

To determine if there were any misleading statements on the questionnaire.

To determine the amount of time it would take participants to complete the instrument.

The pilot study sample included staff in the Business Education Department, and the four senior Administrators and the Registrar at the Alberta Vocational Centre (Edmonton).

These individuals were selected to become involved in this phase of the research because they are most knowledgeable about the programs, and they were easily contacted by the researcher.

Following the pilot study, the questionnaire was revised for use in the major phase of the research.

COLLECTION OF DATA

A covering letter was prepared to accompany the research instrument that was mailed to the 238 individuals that comprised the research population. The purpose of that letter was to explain the role of participants in the research and to seek their co-operation in the study by completing the research instrument and returning it to the researcher.

The questionnaire, together with the covering letter and a self-addressed, stamped envelope, was mailed to the 238 participants in the study on July 2, 1980. The Centre Supervisor of the Alberta Vocational Centre (Edmonton) authorized the use of the Centre's letterhead, as well as the cost of duplicating the instrument and mailing.

The covering letter, together with the questionnaire, is contained in Appendix A, page 160.

The number of completed questionnaires returned before the deadline date of July 15 was 104. The following follow-up procedures were used for those participants who did not meet the established deadline; a follow-up letter was prepared and mailed (see Appendix A, page 169), and telephone contact was made with those who resided in the Edmonton area. This procedure yielded another 24 completed questionnaires and increased the rate of return to 128/238 questionnaires, or a return of 54%. A total of 78 questionnaires were returned by the post office with no forwarding address, and the researcher was unable to contact these individuals at a new address or telephone number. Data collection was completed by mid-August of 1980.

DATA ANALYSES

The data were analyzed with the assistance of the personnel of the Department of Educational Research Services, Faculty of Education, University of Alberta in Edmonton, using the Condescriptive Procedure in the Statistical Package for the Social Sciences (SPSS), the University of Alberta Amdahl Computer.

The observations, findings, conclusions, and recommendatins for the study were formulated from these analyses.

SUMMARY

This Chapter has described the development of the mail-out questionnaire which was used in the study, and discussed the assumptions that have been made concerning the research. Definitions have been given for the terminology unique to this study. The Chapter also discussed the data collection procedure used, the population, the sample, and the pilot study for the research.

CHAPTER IV

ANALYSES OF DATA

This Chapter presents data that were received from the 128 individuals who returned completed questionnaires. These data are presented in tabular form for ease of presentation and analysis. It will be recalled from Chapter III that the research instrument was designed to collect the following kinds of data on each participant: personal information, AVC business training, employment following AVC business training, evaluation of AVC business training.

PERSONAL INFORMATION

Question 1. Sex

All the participants in the study responded to this question. The majority of respondents were female (99.2%), one male respondent accounted for less than one percent (0.8%) of the sample of the study.

Table 1

Distribution by Sex (N=128)

Sex	Frequency	Percentage
Female	127	99.2
Male	1	0.8

Question 2. Marital Status: (at the time you became a student in the Business Education program at AVC).

Data in Table 2 show a rank order frequency distribution of the marital status of the 128 participants. These data show that the majority (37.5%) of the participants were single when they were students. It is significant that 78.1% were single, divorced, separated, or widowed and only 21.9% were married, or common law.

Table 2

Marital Status at Time of Enrollment (N=128)

Marital Status	Frequency	Percentage
Single	48	37.5
Divorced	25	19.5
Separated	22	17.2
Married	21	16.4
Common Law	7	5.5
Widowed	5	3.9

Question 3. What was your age when you became a student in the Business Education program at AVC?

Question 3 was designed to identify the age of each participant at the time of enrollment. From the data presented in Table 3, it is evident that the age range was from 17 (1 participant) to 55 (1 participant) years of age, with an average of 27.6 years of age for the 126 respondents to the question. These data also show that the mode of the distribution was 19 years of age, and the median was found to be 25 years of age.

Table 3

Age at Time of Enrollment (N=126)

Age	Frequency	Percentage
17	1	0.8
18	5	4.0
19	11	8.7
20	8	6.3
21	10	7.9
22	7	5.6
23	8	6.3
24	8	6.3
25	5	4.0
26	5	4.0
27	5	4.0
28	6	4.8
29	1	0.8
30	5	4.0
31	4	3.2
32	7	5.6
33	5	4.0
34	1	0.8
35	1	0.8
36	2	1.6
37	5	4.0
38	2	1.6
39	2	1.6
40	2	1.6
41	2	1.6
42	2	1.6
43	1	0.8
45	1	0.8
46	1	0.8
49	1	0.8
53	1	0.8
55	1	0.8

Question 4. Were you the major homemaker while you were a student in the Business Education program at AVC?

This question attempted to identify additional responsibilities that the participants may have had while a student. Of the 125 participants who responded to this question, 75.2% considered themselves to be the major homemaker in the family.

9.

Table 4

Homemaker Status While a Student (N=125)

Major Homemaker	Frequency	Percentage
Yes	94	75.2
No	31	24.8

Question 5. How many children were living with you while you were a student in the Business Education program at AVC?

This question was related to Question 4 in that it also attempted to determine other responsibilities participants may have had in addition to being a student. Table 5 shows that the number of children living with participants while they were students ranged from 0 to 5, with 47 of the 128 participants responsible for the care of one child. The data are shown in rank order frequency distribution.

Table 5

Number of Children Living in Home with Student (N=128)

Number of Children	Frequency	Percentage
1	47	36.7
0	35	27.3
2	29	22.7
3	9	7.0
4	5	3.9
5	3	2.3

Question 6. How many adults were living with you while you were a student in the Business Education program at AVC?

This question was designed to determine if participants in the study shared their home with any other adults. The data show that 53.1% of the respondents to the question did not have any other adults living in their home.

Table 6

Number of Other Adults in the Home of Student (N=128)

Number of Adults	Frequency	Percentage
0	68	53.1
1	38	29.7
2	13	10.2
3	5	3.9
4	3	2.3
5	1	0.8

Question 7. How many full years were you out of school prior to enrolling in the Business Education program, or prior to enrolling in Academic upgrading, at AVC?

All of the programs that are offered at the Alberta Vocational Centre are available to adults who are over 17 years of age, and whose education has been interrupted at some point in the past. Question 7 was designed to identify the number of years that participants in the study had been out of school prior to enrolling in their AVC training. Analysis of the data show that the number of years that participants were out of school ranged from 0 (5 individuals) to 38 (1 individual) years, with the average being 9.5 years. Further analysis showed that 50.8% had been out of school for at least 6 years prior to enrolling at AVC.

Table 7

Number of Years out of School Prior to Enrolling as a Student (N=128)

Years out of School	Frequency	Percentage
0	5	3.9
1	10	7.8
2	15	11.7
3	11	8.6
4	5	3.9
5	10	7.8
6	9	7.0
7	3	2.3
8	3	2.3
9	5	3.9
10	5	3.9
11	3	2.3
12	6	4.7
13	3	2.3
14	5	3.9
15	3	2.3
16	2	1.6
18	2	1.6
19	3	2.3
20	4	3.1
22	3	2.3
23	2	1.6
25	4	3.1
26	1	0.8
27	1	0.8
28	1	0.8
29	1	0.8
32	1	0.8
34	1	0.8
38	1	0.8

Question 8. Which of the following agencies was your sponsor while you you were a student in the Business Education program at AVC?

Students who attend the Alberta Vocational Centre do so under a wide variety of sponsoring agencies that include both Provincial and Federal Departments. Question 8 on the questionnaire asked participants to select from a list of these agencies the one that provided financial support to the participant while a student at AVC.

The data show that over one-third (35.9%) of those who returned completed instruments were sponsored by Canada Employment and Immigration Commission which included the Unemployment Insurance Commission, both of which are referred to as "Manpower." The next highest sponsoring agency for these students was the Department of Social Services and Community Health. It is significant that 93.7% of the respondents were sponsored.

Table 8

Sponsoring Agency of Student (N=128)

Sponsoring Agency	Frequency	Percentage
Canada Manpower (CEIC or UIC)	46	35.9
Dept. of Social Services and Community Health	39	30.5
Alberta Vocational Training	28	21.9
No sponsor (fee paying)	8	6.3
Student Finance Board	5	3.9
Dept. of Indian Affairs & Northern Development	2	1.6
Vocational Rehabilitation of Disabled Persons	0	0

If those involved in the study had more than one sponsor, they were asked to check the two agencies that had been their sponsor. Ten participants indicated that as students they had been sponsored by Alberta Vocational Training as well as the Department of Social Services and Community Health. Four other participants were sponsored by both the Canada Employment and Immigration Commission (Manpower) and Alberta Vocational Training, while an additional four checked that they were sponsored by both Canada Employment and Immigration Commission (Manpower) and the Department of Social Services and Community Health. Four participants had secured loans from the Student Finance Board in addition to receiving assistance from their sponsoring agency. Two of these four participants were sponsored by Alberta Vocational Training, one was sponsored by Canada Employment and Immigration Commission, and the fourth attended the Alberta Vocational Centre under the sponsorship of both Alberta Vocational Training and Canada Employment and Immigration Commission. This does not mean that there was more than one sponsor concurrently, it simply means that when eligibility ceased with one sponsor, another agency assumed the sponsorship for the completion of training.

Question 9. What were you doing in the year immediately before enrolling in the Busines Education program at AVC?

"Homemaker" was listed as the major activity by 44/127, or 34.6%, of the respondents to this question. Thirty-seven of the 127 respondents indicated that they were working in another field. When asked to specify the field of work in which they were employed, 7 indicated that they had been working as a retail sales clerk, 6 were waitresses, 3 were cashiers, and 3 had been working as a housekeeper. The remaining 18 individuals listed a variety of work requiring little or no skill training.

Four participants completed the open-ended part of this question by checking "Other." One responded that she had attended a high school in Edmonton to upgrade her educational background, one had been attending a public school, one had been ill for an extended period, and the fourth had been in a refugee camp.

Table 9

Activity for Year Prior to Enrollment (N=127)

Activity	Frequency	Percentage
Homemaker (and not working outside the home)	44	34.6
Working in another field	37	29.1
Attending AVC in Academic Upgrading	28	22.0
Attending the Pre-Commercial Program at AVC	8	6.3
Working as an office worker	6	4.7
Other	4	3.1

Question 10. 1. If you had ever worked before enrolling in the Business Education program at AVC, what year was the last year in which you worked?

Question 10 was written as a two-part question which dealt with the past employment and the earnings of participants in the study. According to these data, approximately 75.4% of the 110 respondents to this question had worked in the three-year period of 1977, 1978, 1979. None of the respondents had worked prior to 1960. The data for this portion of question 10 are presented in Table 10(1), (p. 89).

Question 10. 2. What were your MONTHLY earnings, before deductions, in that last year that you worked?

Although 110 respondents were able to state the last year in which they had worked, 32 of these respondents were unable to recall their earnings that year, or did not respond to Question 10(2). The monthly earnings ranged from $160 to $1,100, with the average being $602, and a median of $600. These data are shown in Table 10(2), (p. 89).

Table 10(1)

Last Year Worked Prior to Enrolling in Business Education Program (N=110)

Last Year Worked	Frequency	Percentage
1960	1	0.9
1966	1	0.9
1967	1	0.9
1968	2	1.8
1969	2	1.8
1970	1	0.9
1972	3	2.7
1973	1	0.9
1974	3	2.7
1975	7	6.4
1976	5	4.5
1977	27	24.5
1978	34	30.9
1979	22	20.0

Table 10(2)

Monthly Earnings, Before Deductions, in Last Year Worked (N=96)

Minimum	Maximum	Median	Average
$160	$1,100	$600	$602

AVC BUSINESS TRAINING

Questions 11 to 14 of the questionnaire dealt with the activities of the participants in the study while they were students in the Business Education program at the Alberta Vocational Centre (Edmonton).

Question 11. In which program were you enrolled in Business Education at AVC?

Question 11 asked participants to identify the program in which they received their training. Seventy-one of the 128 participants in the study (55.5%) were enrolled in the Clerk-Typist program.

Table 11

Program Enrolling the Students (N=128)

Program	Frequency	Percentage
Clerk-Typist	71	55.5
Secretarial	32	25.0
Accounting for General Business	25	19.5

Question 12. Did you continue in the program until completed? Yes-No

This question was designed to identify the number of individuals who withdrew from training before completion of the program. The termination rate was 15.7%, with 20 of the 127 respondents to this question having withdrawn prior to completion of training.

Table 12

Continue in Program until Completion (N-127)

Continue in Program	Frequency	Percentage
Yes	107	84.3
No	20	15.7

Question 13. If YES, did you receive the large AVC Certificate? OR did you receive small certificates for each subject?

The purpose of this question was to determine the number of people who, having remained in the program until completion, graduated with the AVC Certificate. Those who did not graduate, but who stayed until program completion, would have received a small certificate for each subject which they passed. Students are required to obtain a pass mark in each subject of their program of study in order to receive the AVC Certificate. Although students terminate before the actual completion of the training program, they would nevertheless receive small certificates for those subjects which they had completed at the time of termination. Table 13 shows that 76 participants (66.7%) not only completed the program of study but also passed all subjects, thus receiving the AVC Certificate. Of the 38 participants who responded that they had received small certificates for each subject passed, 18 terminated early but received certificates for those subjects which they had completed at the date of termination. The remaining 20 had stayed until the completion of the program but had not passed all subjects.

Table 13

Graduation (N=114)

Graduation Status	Frequency	Percentage
Graduation with AVC Certificate	76	66.7
Small Certificates for each subject passed	38	33.3

Question 14. If you did NOT continue in the program until completion, which of the following contributed to your leaving early? You may wish to check more than one response.

The 20 respondents who terminated before completion of the training program were asked to check their reasons for the early withdrawal. Fourteen respondents had more than one reason for terminating before completing the training program. The reason which received the highest percentage of check marks was "personal problems" accounting for 8 responses (18.4%). "Illness", with 6 responses (13.8%), received the second highest percentage of responses. One of the 3 people who cited "other" as the reason for withdrawing explained that, after completing 2 years in adult upgrading, she was too "worn out" for more schooling. She went to work as a waitress and planned for the future to continue with this and attend classes at the University.

Table 14

Reasons for Terminating Before Completing Program (N=20)

Reasons for Terminating	Frequency	Percentage
Personal problems	8	18.4
Illness	6	13.8
Financial dfffículties	5	11.5
Terminated due to absences	5	11.5
Wrong career choice	5	11.5
Needed at home	4	9.2
Found suitable employment	3	6.9
Other, please specify	3	6.9
Difficulties with course work	2	4.6
Unable to find suitable day care	2	4.6
Married and prefer not to work	1	2.3
Moved away	0	0

EMPLOYMENT FOLLOWING AVC BUSINESS TRAINING

Question 15. What has been your employment since the completion of training in the Business Education program at AVC?

Over half (54.5%) of the respondents to this question had been employed steadily since leaving their training. Another 27.6% answered that they had been unemployed for a time but were now employed. A full 82% of the participants who responded to this question were employed at the time the researcher contacted them.

Table 15

Employment Since Completion of Training (N=123)

Employment Record	Frequency	Percentage
Employed steadily since leaving AVC	67	54.5
Unemployed for a time but now employed	34	27.6
None	13	10.6
Employed for a time but now unemployed	9	7.3

Question 16. If you are employed now, how satisfied are you with your present work?

A modified Likert scale was used to determine the respondent's degree of satisfaction with present work. The data in Table 16 show that 82% of the respondents were either highly satisfied or satisfied with their employment.

Fifteen respondents, or 14.3%, said they had "neutral" feelings about the degree of satisfaction they experienced with their employment. Four individuals (3.5%) said they were "dissatisfied" with their present work, but none chose the response "highly dissatisfied."

Question 16 of the questionnaire asked respondents to indicate any reasons for their choice of response regarding satisfaction with work. The four people who indicated "dissatisfaction" with their employment gave the following reasons:

> I would prefer some work outside the home, as there is not enough work at present to keep me busy full time, and at present the pay is poor! I work for my husband who is just setting up a business here in Edmonton.
>
> Poor communication among staff members, also some very competitive activities going on, and there is jealousy.
>
> Not high enough wages.
>
> I think I am capable of a more responsible position.

Nine of the fourteen students who had "neutral" feelings about their work gave the following reasons for their response:

> It has nothing to do with the career I have planned.
>
> I do everything I was trained for except shorthand. On the job it is boring. There is not much to keep the mind busy. It is very automatic. Dealing personally with the clientele is the most interesting part of my job.
>
> I plan on doing more than typing in the future.
>
> I do not feel that I am using my skills to the fullest, but I feel the experience will help me get a job where all my skills will be put to use.
>
> My hours are irregular; I also feel that the business I am working for may close down any time.
>
> I want to get into the accounting field.
>
> I work in a gas drilling outfit for now, not much work. At first, it was difficult to find employment, employers were looking for two to three years' experience. Not much of a chance for us.
>
> New job, not enough time to decide.

Twenty-four of the 43 respondents who indicated that they were "satisfied" with their employment gave reasons for their satisfaction. Of these, the following comment is typical:

> The people I work with are very pleasant. Good working atmosphere. Business training put me into work which I needed badly. I enjoy the variety of duties.

Other respondents who indicated satisfaction with their employment commented that they would appreciate more variety to their work, would like to have more responsibility or would like to use all of the skills they had acquired in their training program. Some respondents commented that they felt the pay was too low.

Of the 43 who said they were "highly satisfied" with their employment, 28 elaborated on the reasons for their high degree of satisfaction. The following comments are typical of those responses:

> Good opportunities available and can acquire my RIA through this work.
>
> It is something new that I did not know or understand before. It is a challenge. Lots of room to move around in different fields.

Friendly people, pleasant working atmosphere, challenges on the job, and opportunities to learn new skills such as working with computers, were among the other reasons cited by this group.

The data from the responses to Question 16 are shown in Table 16 in rank order frequency distribution.

2

Table 16

Degree of Satisfaction with Present Work (N=105)

Degree of Satisfaction	Frequency	Percentage
Highly satisfied	43	41
Satisfied	43	41
Neutral	15	14.3
Dissatisfied	4	3.8
Highly dissatisfied	0	0

Question 17. If you are NOT employed now, please give your reason. Please do not check more than two responses.

Those 22 people who responded in Question 15 that they were unemployed at the time of completing the questionnaire were asked to state what they perceived the reason to be. Of the 17 responses to this question, 4 said they were unable to find suitable employment.

Table 17

Reasons for Unemployment (N=17)

Reasons for Unemployment	Frequency	Percentage
Unable to find suitable employment	4	23.5
Needed at home	3	17.6
Other	3	17.6
Illness	2	11.8
Married and prefer not to work	2	11.8
Personal problems	2	11.8
Attending school	2	11.8
Unable to find suitable day care	1	5.9

Question 18. What is the title of your position with your employer?

Ninety participants responded to this question with 37 (41.1%) having the position title of either Secretary, Clerk-Typist I-II, or Clerk-Typist. Position titles which were cited by more than one participant in the study are shown in Table 18 in rank order frequency distribution.

Table 18

Title of Position with Employer (N=90)

Title of Position	Frequency	Percentage
Secretary	15	16.7
Clerk-Typist I-II	15	16.7
Clerk-Typist	7	7.7
Receptionist	5	5.5
Clerk-Typist/Receptionist	3	3.3
Clerk-Steno I-II	3	3.3
Jr. Accounting Clerk	3	3.3
Stenographer	3	3.3
Accounts Receivable Clerk	3	3.3
Clerk-Typist I	2	2.2
Typist	2	2.2
Clerk II	2	2.2
Accounts Payable Clerk	2	2.2
Secretary Bookkeeper	2	2.2

The remaining 23 respondents to this question gave the following titles for their positions: Distribution Centre Assistant, Securities Clerk, Industrial Switchboard Receptionist, Secretary/Assistant Field Worker, Summer Overload, Stock Processer, CRT Operator, Administrative Clerk, Administrative Accounting Clerk, Sales Clerk, Sr. Payroll Accountant, Child Care Worker, Desk Clerk, Bookkeeper (at home for husband), Assistant Inventory Clerk, Waitress, Lead Aide Supervisor (hospital), Field Personnel Co-ordinator, Hostess-Cashier, Internal Control Clerk, Bank Teller, Machine Operator & Checker, Data Entry Clerk.

Question 19. What are your present monthly earnings, before deductions?

Present monthly earnings of respondents to this question ranged from $336 to $1,100, with an average of $832, and a median of $815. When compared with Question 10(2), the data show average monthly earnings that are $230 higher than in the last year worked before taking training.

Table 19

Present Monthly Earnings, Before Deductions (N=99)

Minimum	Maximum	Median	Average
$336	$1,100	$815	$832

Question 20. What are your plans for your occupational future?

The highest percentage of respondents to this question (72.2%) planned to remain in the present occupational field and advance in it. The second highest choice was made by 14 respondents to the question, or 13%, and that was to shift to a different occupational field. Five (4.6%) planned to remain at the present level and only one respondent planned to leave the occupational field as soon as possible.

The ten respondents who gave "other" plans for their occupational future all gave reasons and these are recorded below.

> I do not know what the future holds--for today I am happy and do not look too far in the future.
>
> Taking correspondence to further my education (accounting 30, English 12) and then shift to a different occupational field.
>
> Plan to take corrections program and shift my occupation.
>
> Plan on going back to school but am undecided about what kind of course to take.
>
> To go back to school to get my high school diploma.
>
> I am looking toward to a more responsible position, plus I am returning for more training.
>
> To find other work outside of my husband's business until I am needed there full time.
>
> To find an accounting job and advance in it.
>
> Uncertain of occupational future.
>
> On my present job I have reached my position potential (I believe), but I have salary increases and additional benefits to look forward to.

Table 20

Plans for Occupational Future (N=108)

Future Occupational Plans	Frequency	Percentage
To remain in present occupational field and advance in it	78	72.2
To shift to a different occupational field	14	13.0
Other	10	9.3
To remain at the present level	5	4.6
To leave the occupational field as soon as possible	1	0.9

Question 21. To which of the following organizations do you belong?

Of the 104 respondents to this question 62, or 48.4%, said they were not a member of either a union or professional association. The Alberta Union of Provincial Employees (AUPE) had the highest number of members among the respondents, with 32 of the 128 (25%) having membership in that union. Of the 7 respondents who listed "other" organizations, four said they belonged to the Public Service Alliance of Canada for Federal Government employees. One belonged to an independent club, one to NASA, and one to Union 52 City.

Table 21

Membership in Organizations (N=104)

Membership in Organizations	Frequency	Percentage
Not a member of a union or professional association	62	48.4
Alberta Union of Provincial Employees (AUPE)	32	25
Other	7	5.5
Canadian Union of Public Employees (CUPE)	3	2.3
National Secretaries Association	0	0
Business & Professional Women's Club	0	0

Question 22. If you work for a company, approximately how large is this company in terms of the total number of persons employed?

Eighty-five of the 128 participants in the study responded to this question. The highest percentage (29.4%) were employed by companies employing over 1,000 persons. The second highest percentage, 28.2% (24 respondents), were employed by companies employing 5 to 50 persons. The third highest percentage (20%) were employed by companies having

51 to 500 persons. The remaining responses are shown in rank order frequency distribution in Table 22.

Table 22

Size of Employing Company (N=85)

Size of Employing Company	Frequency	Percentage
Over 1,000 persons	25	29.4
5 to 50 persons	24	28.2
51 to 500 persons	20	23.5
Under 5 persons	8	9.4
501 to 1,000 persons	7	8.2
Do not work for a company, am self-employed	1	1.2

Question 23. If you are employed by Government, for which level of Government do you work?

Forty-nine respondents were employed by Government and 75.5% of these (or 37 persons) said they were employed by the Provincial Government. Eight respondents, or 16.3%, were employed by the Federal Government, and the remaining 4 respondents were employed by a Municipal Government.

Table 23

Government Employer (N=49)

Government Employer	Frequency	Percentage
Provincial Government	37	75.5
Federal Government	8	16.3
Municipal Government	4	8.2

Question 24. Please classify the MAJOR type of business or industry for which you work. If employed by Government, please check the classification of your Government Department.

The highest percentage of respondents (41%) chose the "other" classification, and the second highest (12%) said Education was the major field of endeavor of their employer. The 43 respondents who showed their work as "other" each listed a different classification of business or or industry.

Those classifications which received one or more responses are shown in Table 24 in rank order frequency distribution.

Table 24

Major Type of Business or Industry for Which Employed (N=105)

Major Type of Business or Industry	Frequency	Percentage
Other	43	41.0
Education	12	11.4
Banking, Finance	8	7.6
Machinery & Equipment	8	7.6
Medical Clinic-Hospital	7	6.7
Gas & Oil	5	4.8
Office or Home Furnishings	5	4.8
Legal	4	3.8
Engineering	4	3.8
Insurance	4	3.8
Real Estate	4	3.8
Advertising	1	1.0

Question 25. What is the policy of your employer with regard to support for more studies, or professional development? For this question, please check all those answers that may apply.

When the data for this question were analyzed, it was found that 43% of the employers provide in-service training related to the work, and 34% would pay the registration fee and other costs for short workshops, seminars, etcetera. The total number of responses checked for this question was 172, which means that several employers provided more than one avenue of assistance for professional development.

The data analysis of the 172 responses to Question 25 is shown in rank order frequency distribution in Table 25.

Table 25

Employer's Policy Regarding Support for Professional Development (N=172)

Employer's Policy	Frequency	Percentage
Provides in-service training related to work	43	33.6
Will pay the registration fee and other costs for short workshops, seminars, etcetera	34	26.6
Provides manuals, handbooks, professional magazines	26	20.3
Will pay all, or part, of the registration fee for courses taken in the evening	25	19.5
Degree of assistance depends on the applicant	24	18.8
No support for professional development or studies	18	14.1
Reduced salary for full-time studies	2	1.6

EVALUATION OF AVC BUSINESS TRAINING

The last section of the questionnaire asked participants in the study to evaluate the business training they had received at AVC Edmonton.

Question 26. Rate the training you received in the Business Education program at AVC as to its usefulness in preparing you for your area of work.

Of the 118 participants who responded to this question, 68 (57.6%) rated their training as being "of much use" and 39 (33.1%) rated their training as being "of some use." Ten respondents (8.5%) said the trainwas "of little use" and one (.8%) said the training was "of no use."

Table 26

Rating of Training as to its Usefulness in Preparation for Work (N=118)

Rating	Frequency	Percentage
Of much use	68	57.6
Of some use	39	33.1
Of little use	10	8.5
Of no use	1	0.8

Question 27. To what extent would you encourage/discourage someone planning a career as an office worker to take the Business Education program at AVC?

Fifty-two (52%) of the respondents to this question said they would "strongly encourage" someone to take the program and 47 (38.8%) of the respondents said they would "encourage" someone to take the program. Twenty respondents, or 16.5%, said they would neither "encourage" nor "discourage" someone from taking the program. One person (0.8%) would "discourage" and one person would "strongly discourage" someone from taking the program.

Table 27

Encouragement to Someone to Take the Program (N=121)

Encourage/Discourage	Frequency	Percentage
Strongly encourage	52	43.0
Encourage	47	38.8
Neither encourage nor discourage	20	16.5
Discourage	1	0.8
Strongly discourage	1	0.8

Question 28. Rate each of the following subject areas as to its usefulness to your success in the office. Please check one response for each subject area. If you did not take one of these subjects, please check "did not take" beside that subject.

Table 28 (page 106) shows the responses for the ratings of each subject as to usefulness to success in the office. In the next Chapter, the responses to this question are analyzed according to the training program in which the respondents were enrolled.

Question 29. List any equipment used in your office which was NOT part of the training you received in the Business Education program at AVC; for example, memory typewriters or other word processing equipment, mini- or micro-computers, etcetera. You may have other examples. Please specify model and/or make of equipment. Use the back of this page for this, and also to give your view about what could be done to improve the Business Education program you took at AVC.

The verbatim responses to this open-ended question are recorded in Appendix B, page 170, organized under program cluster. Very many suggestions are made there regarding methodology and other aspects of training which instructors and counsellors will find helpful. Suggestions made by more than one respondent are summarized in Table 29 (page 107).

Table 28

Rating of Subject Areas as to Usefulness to Success in the Office (N=variable)

Subject	Of no Use		Of Little Use		Of Some Use		Of Much Use	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Typewriting	5	4.5	7	6.3	28	25.2	71	64.0
Spelling/Vocabulary	5	4.6	11	10.1	24	22.0	69	63.3
English/Bus. Communications	6	5.6	11	10.2	30	27.8	61	56.5
Filing/Office Practice	10	9.8	8	7.8	33	32.4	51	50.0
Model Office	5	5.6	12	13.5	24	27.0	48	53.9
Mathematics	17	15.7	18	16.7	36	33.3	37	34.3
Machines (Calculators)	17	15.9	20	18.7	24	22.4	46	43.0
Personal Development	17	19.3	15	17.0	20	22.7	36	40.9
Accounting	26	25.0	13	12.5	30	28.8	35	33.7
Machines (Transcribers)	38	45.2	13	15.5	13	15.5	20	23.8
Economics	11	68.7	4	25.0	0	0	1	6.3
Shorthand	9	36.0	10	40.0	3	12.0	3	12.0

TABLE 29

SUMMARY OF RESPONSES TO OPEN-ENDED QUESTION

Clerk-Typist Program (N=42)

Orientation to use of computer (11)

Practice using Xerox copying equipment (6) or photo copier (2)

Training in use of Telex (5)

Training in use of telephone (4), and switch board (1)

Training on memory typewriter or word processor (4)

Changes in Machine Transcription course (4)

Work experience, on-the-job training or practical (3)

Use of postage meters and other mail equipment (2)

More training time on business machines (calculators) (2)

Secretarial Program (N=15)

Training on memory typewriter or word processor (5)

Orientation to use of computer (4)

Training in use of telephone or switchboard (4)

Practice using Xerox copying equipment (2)

Use of postage meters and other mail equipment (2)

Accounting for General Business (N=11)

Orientation to use of computer (4)

Practice using Xerox copying equipment (3)

Training on memory typewriter or word processor (2)

Training in use of Telex (2)

Use of postage meters and other mail equipment (3)

Work experience, on-the-job training or practical (2)

CHAPTER V

FINDINGS AND IMPLICATIONS, SUMMARY AND RECOMMENDATIONS

This Chapter presents the findings and implications from the collected data.

This is followed by a summary of the problem, together with the recommendations.

FINDINGS AND IMPLICATIONS

The important findings based on the results of the data presented in Chapter IV are analyzed here and their implications are discussed.

Personal Information

Personal Characteristics

The analyses of the sample revealed that all those enrolled in the Business Education programs were female with the exception of one male. Three-fourths of the respondents were either single, divorced, separated, or widowed. The average age of the students at the time of enrollment in their training program was 27.6 years, with the range being 17 to 55 years of age, and the mode being 19 years of age for 11 participants.

Three-fourths of the respondents were the major homemaker while a student and almost sixty percent had one or two children living in the home. Over half the students had no other adults living in their home, but almost forty percent lived with one or two other adults.

Over half the respondents had been out of school for at least six years before enrolling in the Business Education program, the average value of years out of school was found to be 9.5 years.

The student in the Business Education program at the Alberta Vocational Centre (Edmonton) may be described as being a 27-year old single female who lives alone, has one child, and who has been out of school for a time period of anywhere up to six years. This finding, together with the data that the age range was 17 to 55 years of age, has important implications for the services provided at the Centre, as well as for the counsellors at the Centre. It could be expected that there would be a high degree of individual differences in classes with such an age differential.

The findings from the questionnaire were further analyzed in order to determine whether age or number of children made any significant difference to success in the program of study.

The respondents were divided into three age categories: 17 to 22 years of age, 23 to 27 years of age, and 28 to 55 years of age. These three categories were compared on three variables: Continuation in program until completion, graduation status at time of completion, and employment record. Those in the youngest age category had the highest termination rate (20.5%) (Table 30, page 110), but if they continued in the program until completion, they had the highest graduation rate (69.4%). The 28 to 55 year-olds also had a high completion rate (68%). (Table 31, page 111). The youngest age category had the best employment record since completion of training, with 86% employed at the time the researcher contacted them. The middle age group also had a good employment record (83.3%). (Table 32, page 112).

Table 30

Relationship Between Age Category and Continuation in Program (N=127)

Age Category	Completed		Not Completed	
	Freq.	%	Freq.	%
17 to 22 years of age	35	79.5	9	20.5
23 to 27 years of age	26	86.7	4	13.3
28 to 55 years of age	46	86.8	7	13.2

Table 31

Relationship Between Age Category and Graduation Status (N=114)

Age Category	Graduated		Not Graduated	
	Freq.	%	Freq.	%
17 to 22 years of age	25	69.4	11	30.6
23 to 27 years of age	17	60.7	11	39.3
28 to 55 years of age	34	68.0	16	32.0

Table 32

Relationship between Age Category and Employment Following Training (N=123)

Employment Record	17 to 22 years		23 to 27 years		28 to 55 years	
	Freq.	%	Freq.	%	Freq.	%
Employed steadily since leaving AVC	23	53.5	16	53.3	28	56.0
Unemployed for a time but now employed	14	32.5	9	30.0	11	22.0
None	4	9.3	3	10.0	6	12.0
Employed for a time but now unemployed	2	4.7	2	6.7	5	10.0

The participants in the study were then compared on the basis of the relationship between the number of children in their home at the time they were students and their continuation in the program until completion, their graduation status, and their employment record. It was found that those with no children had the best record for completion of training, and that the percentage of those completing gradually decreased with number of children. Those with three or more children had a termination rate of 29.4% as compared with a termination rate of 2.9% for those with no children. (Table 33, page 114).

Those participants with one child had the highest percentage graduating from the program (73.8%), and those with no children had a 69.7% graduation rate. The graduation rate was considerably lower for those with two children (56%) or with three or more children (57.1%) (Table 34, page 115).

The employment record for those with no children, or one or two children was not significantly different. However, of those with three or more children, 26.7% were unemployed at the time the researcher contacted them. (Table 35, page 116).

The implications of the data regarding age category are that those over 23 years of age are more likely to continue with the training until completion, age does not make a significant difference in graduation status, and those under 28 years of age have a better employment record.

The implications of the data regarding number of children are that those with no children are the most likely to complete the training, and are also more likely to graduate as are those with one child. Those with less than three children are also more likely to have a better employment record.

Table 33

Relationship Between Number of Children and Continuation in Program (N=127)

Number of Children	Completed Freq.	Completed %	Not Completed Freq.	Not Completed %
None	34	97.1	1	2.9
One	39	84.8	7	15.2
Two	22	75.9	7	24.1
Three or more	12	70.6	5	29.4

Table 34

Relationship Between Number of Children and Graduation Status (N=114)

Number of Children	Graduated		Not Graduated	
	Freq.	%	Freq.	%
None	23	69.7	10	30.3
One	31	73.8	11	26.2
Two	14	56.0	11	44.0
Three or more	8	57.1	6	42.9

Table 35

Relationship Between Number of Children and Employment Record (N=123)

Number of Children	No Employment		Emp. but now Unemployed		Unemp. but now Employed		Employed Steadily	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
None	3	9.1	3	9.1	10	30.3	17	51.5
One	5	10.9	4	8.7	12	26.1	25	54.3
Two	2	6.9	1	3.4	9	31.0	17	58.6
Three or more	3	20.0	1	6.7	3	20.0	8	53.3

Other important implications would be related to motivation of students and their aspirations, teaching strategies to be implemented, and the form of evaluation to be used. The instructional implication would relate to the pedagogical approach to be used, the necessity of an understanding of the psychology of the adult learner, as well as an understanding of the rehabilitative process.

Sponsoring Agencies

The last three questions in the Personal Information section of the questionnaire related to sponsorship and activity prior to enrolling as a student in the Business Education program.

The findings with regard to sponsorship revealed that the Canada Employment and Immigration Commission (CEIC) and the Alberta Department of Social Services and Community Health each sponsored about one-third of the respondents.

Activities Prior to Enrollment

Over one-third of the respondents said they had been a homemaker prior to enrolling as a student, under one-third were working in a field other than office work and just over twenty percent came from the Academic Upgrading program at the Alberta Vocational Centre (Edmonton). Three-fourths of the respondents had worked within the three-year period prior to enrolling as students. They reported that their average earnings the last year worked was $602.

AVC Business Training

Graduation Status

In this section of the questionnaire, there were four questions which attempted to determine such variables as completion rate, graduation, and reasons for termination. It was found that by far the highest percentage (55.5%) of respondents were enrolled in the Clerk-Typist program. It was found that 15.7% of the participants in the study had not continued in the program until completion. Of the 84.3% who did continue, 66.7% graduated with the AVC Certificate.

When these data were analyzed by program, it was found that each program had two-thirds of its people graduating with the AVC Certificate. (Table 36, page 119).

The data were analyzed further in an attempt to find a relationship between sponsor and continuation in the program until completion. It was found that those sponsored by Social Services had the highest termination rate (20.5%), and those sponsored by Canada Manpower and Immigration Commission had a 20% termination rate. Both of these were higher than the average for the group. The termination rate for those sponsored by Alberta Vocational Training was 10.7%, the lowest of the three major sponsors. Those sponsored by any other agency, as well as the fee-payers, all remained in the program until completion. (Table 37, page 120).

The data were then analyzed to determine the relationship between sponsor and status at time of graduation. It was found that, of the three major sponsors, those sponsored by Social Services who completed the program had the highest percentage graduating with the

Table 36

Relationship Between Program and Graduation Status (N=114)

Program	Graduated Freq.	%	Not Graduated Freq.	%
Accounting for General Business	15	68.2	7	31.8
Secretarial	18	66.7	9	33.3
Clerk-Typist	43	66.2	22	33.8

Table 37

Relationship Between Sponsor and Continuation in Program until Completion (N=127)

Sponsoring Agency	Completed		Not Completed	
	Freq.	%	Freq.	%
Not sponsored by any Agency or Department (fee paying)	8	100.0	0	0
Student Finance Board	5	100.0	0	0
Department of Indian Affairs and Northern Development	1	100.0	0	0
Other (Northern Development)	1	100.0	0	0
Alberta Vocational Training	25	89.3	3	10.7
Canada Manpower (CEIC or UIC)	36	80.0	9	20.0
Department of Social Services and Community Health	31	79.5	8	20.5

AVC Certificate (81.8%). Those sponsored by Canada Manpower and Immigration Commission were the next highest with 65.9% graduating, and Alberta Vocational Training respondents had a 50% graduation rate. (Table 38, page 122).

Data were also analyzed to determine whether or not graduation status, or continuation in the program until completion, made any difference in employment following training, or in average monthly earnings. It was found that those who withdrew before completion of training were less likely to be employed than those who completed the training. (Table 39, page 123). It was also found that those who graduated with the AVC Certificate had a better chance of being employed following completion of training than did those who, although completing the training program, did not graduate with the AVC Certificate. (Table 40, page 124).

When the two variables of withdrawal and graduation were compared with present monthly earnings, it was found that those who completed the training and who also graduated with the AVC Certificate had the highest average monthly earnings ($847), those who completed the training but who did not receive the AVC Certificate had the second highest average monthly earnings ($845), and those who withdrew from the training program before completion of training had the lowest average monthly earnings ($742).

The small difference between earnings of certificated respondents and those who completed the program only implies that the second group may have had compensating skills and had received enough training to be successful in the initial phases of an occupation. An example of this type of student is the foreign-language student who has exceptional

Table 38

Relationship between Sponsor and Graduation Status (N=114)

Sponsoring Agency	Graduated		Not Graduated	
	Freq.	%	Freq.	%
Dept. of Indian Affairs and Northern Development	1	100.0	0	0
Not sponsored by any Agency or Dept. (fee paying)	6	85.7	1	14.3
Dept. of Social Services and Community Health	27	81.8	6	18.2
Canada Manpower (CEIC or UIC)	27	65.9	14	34.1
Alberta Vocational Training	13	50.0	13	50.0
Student Finance Board	2	40.0	3	60.0
Other (Northern Development)	0	0	1	100.0

Table 39

Relationship between Continuation in Program and Employment Following Training (N=122)

Employment Following Training	Completed		Not Completed	
	Freq.	%	Freq.	%
None	9	69.2	4	30.8
Employed for a time but now unemployed	8	88.9	1	11.1
Unemployed for a time but now employed	29	85.3	5	14.7
Employed steadily	59	89.4	7	10.6

Table 40

Relationship between Graduation Status and Employment Following Training (N=123)

Employment Following Training	Graduated		Not Graduated	
	Freq.	%	Freq.	%
None	7	70.0	3	30.0
Employed for a time but now unemployed	6	66.7	3	33.3
Unemployed for a time but now employed	21	72.4	8	27.6
Employed steadily	41	64.1	23	35.9

Table 41

Relationship between Continuation in Program, Graduation Status and Present Monthly Earnings (N=128)

Program Status	Average Monthly Earnings
Graduated with AVC Certificate	$847
Completed training program	$845
Withdrew before completion of training	$742

mathematics or accounting skills but who cannot master English grammar or letter writing skills to the level required in the course work.

The obvious implication of the data is that completion of the full program of training will more likely result in immediate employment with higher average monthly earnings. It should be noted that the AVC Certificate is awarded to those who successfully complete the full program because it is a highly motivating device.

Reasons for Termination

The reasons cited for termination before completion of studies which had the highest frequency were personal problems (18.4%) and illness (13.8%). Financial difficulties, terminations due to absences, and wrong career choice each accounted for 11.5% of the responses.

Implications from the foregoing data are that the rate of withdrawals is not unduly high. The majority of the reasons given are beyond the control of the Alberta Vocational Centre, with the exception that the counsellors could refer students to some appropriate community resource. Consideration should be given to those problems that the Alberta Vocational Centre can alleviate.

Employment Following AVC Business Training

Question 15 sought information as to the employment status of participants at the time of completing the questionnaire. Eighty-two percent responded that they were employed.

When the information was analyzed by program, it was found that eight of the Accounting for General Business respondents had not been employed since completion of training. (Table 42, page 127). However, only two of these said that the reason was because they were unable to find suitable employment. (Table 43, page 128).

Table 42

Relationship between Program and Employment since Completion of Training (N=123)

Program	None		Emp. but now Unemployed		Unemp. but now Employed		Employed Steadily	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Secretarial	1	3.4	0	0	11	37.9	17	58.6
Clerk-Typist	4	5.7	9	12.9	17	24.3	40	57.1
Accounting for Gen. Bus.	8	33.3	0	0	6	25.0	10	41.7

Table 43

Relationship between Program and Reason for Unemployment (N=varied)

Reason for Unemployment	Secretarial		Clerk-Typist		Acct. Gen. Bus.	
	Freq.	%	Freq.	%	Freq.	%
Needed at home	0	0	3	30	0	0
Unable to find suitable employment	0	0	2	20	2	28.6
Attending school	0	0	2	20	0	0
Illness	0	0	0	0	2	28.6
Other	0	0	2	20	1	14.3
Married and at home	0	0	1	10	1	14.3
No suitable day care	0	0	0	0	1	14.3

When this question was analyzed by sponsoring agency, the finding was that, of the three major sponsors, those sponsored by Canada Manpower and Immigration Commission had the highest rate of employment at the time of completing the questionnaire (86.7%). (Table 44, page 130).

Job Satisfaction and Classification

Eighty-two percent of the participants also said that they were "highly satisfied" or "satisfied" with their present work. The degree of satisfaction with present work did not vary greatly when the data were analyzed in terms of the training program. (Table 45, page 131).

Fully one-third of the participants in the study had job classifications of either "Secretary" or "Clerk-Typist I-II". Thirty-five various job classifications were listed by respondents in addition to these two.

Earnings

The average monthly earnings, before deductions, were $832. This was $230 a month higher than the average monthly earnings reported in the last year worked before taking the Business Education training. When this question was analyzed by sponsoring agency, it was found that, of the three major sponsors, those sponsored by Social Services were earning the highest average monthly salary before deductions--$846. (Table 46, page 132).

When analyzed by program, the Secretarial group had the highest earnings, with an average monthly salary of $837. Those trained in the Clerk-Typist program ranked a very close second with $835 monthly earnings. The Accounting for General Business students had the widest range of earnings, with one person reporting a salary of $336, but this

Table 44

Relationship between Sponsor and Employment since Completion of Training (N=123)

Sponsoring Agency	None		Emp. but now Unemployed		Unemp. but now Employed		Employed Steadily	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Dept. of Indian Affairs & Northern Dev.	0	0	0	0	0	0	1	100.0
Other (Northern Development)	0	0	0	0	1	100.0	0	0
Canada Manpower (CEIC or UIC)	4	8.9	2	4.4	13	28.9	26	57.8
Alberta Vocational Training	1	3.8	4	15.4	8	30.8	13	50.0
Student Finance Board	0	0	1	20.0	1	20.0	3	60.0
Dept. of Social Services & Comm. Health	7	18.9	1	2.7	9	24.3	20	54.1
Not sponsored by any Agency or Dept.	1	12.5	1	12.5	2	25.0	4	50.0

Table 45

Relationship between Program and Degree of Satisfaction with Present Work (N=105)

Program	Highly Dissatisfied		Dissatisfied		Neutral		Satisfied		Highly Satisfied	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Secretarial	0	0	0	0	5	16.7	10	33.3	15	50.0
Clerk-Typist	0	0	3	5.2	9	15.5	24	41.4	22	37.9
Acctg./Gen.Bus.	0	0	1	5.9	1	5.9	9	52.9	6	35.3

Table 46

Relationship between Sponsor and Present Monthly Earnings, before Deductions (N=99)

Sponsoring Agency	Frequency	Minimum	Maximum	Average
Other (Northern Development)	1	$1,030	$1,030	$1,030
Not sponsored by any Agency or Department	3	784	1,000	892
Department of Social Services and Community Health	30	640	1,100	846
Alberta Vocational Training	21	640	1,052	832
Student Finance Board	5	750	864	817
Canada Manpower (CEIC or UIC)	38	336	1,002	813
Department of Indian Affairs and Northern Development	1	800	800	800

group also reported the highest monthly earnings of $1,100. The minimum in that range may have been part-time work and the respondent neglected to show this on the questionnaire. The Accounting for General Business respondents reported the highest median earnings ($821), the Secretarial group and the Clerk-Typist group each reported median earnings of $811. (Table 47, page 134).

Given the information that the typical respondent was single with one dependent child, the average or median reported earnings are low according to criteria applied by the Alberta Department of Consumer and Corporate Affairs.

An important implication from the analyses of this group of questions is that training in business education shows a high degree of success in meeting the Alberta Vocational Centre mandate in providing occupational training/retraining to disadvantaged adults so that they may become employable. In addition, those employed indicated a high degree of satisfaction with their work.

Professional Attitude

Two questions attempted to identify the respondents' attitude toward their professional development by asking about their plans for their occupational future and their membership in professional or paraprofessional associations. By far the greatest percentage of respondents (72.2%) intended to remain in their present occupational field and advance in it. However, 48.4% said they did not belong to a professional association. For example, none belonged to the National Secretaries Association nor the Business and Professional Women's Club of Edmonton. The Alberta Union of Provincial Employees was an organization that 25% of the respondents were required to belong to by reason of their employment.

Table 47

Relationship between Program and Present Monthly Earnings, before Deductions (N=99)

Program	Frequency	Minimum	Maximum	Median	Average
Secretarial	27	$600	$1,052	$811	$837
Clerk-Typist	56	640	1,030	811	835
Accounting for General Business	16	336	1,100	821	811

The Employers

Questions 22 to 25 inclusive were intended to determine characteristics of the employing companies. The majority of the respondents (51.7%) worked for companies that employed between five and five hundred persons. Forty-nine of the participants (38%) were employed by some level of government and, of these, 37 (29%) said they were employed by the Alberta Provincial Government. The responses to the question about the major type of business for which they worked were too varied and scattered to be able to establish any pattern. A total of 54 classifications were given by the respondents to this question. The mode for the responses to the question was shown as "education" with 12 respondents being employed in this field. The policy of the employer regarding support for professional development showed a high degree of involvement on the part of the employer, with all but 14.1% being involved in some form of assistance for professional development.

Evaluation of AVC Business Training

This section gathered data about the perception of respondents regarding the usefulness of their training in preparing them for work.

The first two questions in this section asked respondents to rate the training they had received and then to rate the degree to which they would encourage or discourage someone from taking the training. It was found that 90.7% rated their training as either "of much use" or "of some use" in preparing them for their present employment; furthermore, 81.6% were prepared to "strongly encourage" or "encourage" someone to take the program.

When the question was analyzed by program, it was found that the Clerk-Typists were more positive in rating the usefulness of their training than were the other two groups. (Table 48, page 137).

The Clerk-Typists were also the most positive in the encouragement that they would give to someone to take the program. (Table 49, page 138).

The question which asked respondents to rate each of the subject areas as to its usefulness to their success in the office offered the most helpful data in attempting to identify training areas which may require review, revision, or modification. The analyses of these data will be discussed as they relate to each of the three training programs.

Secretarial Program. The curriculum areas judged useful to success on the job by over fifty percent of the secretarial respondents, ranked from highest to lowest, were: Typewriting, English/Business Communications, Spelling/Vocabulary, Filing/Office Practice, Model Office, Mathematics, Machines (Calculators), Accounting.

Shorthand was rated as the least useful subject area by this group. (Table 50, page 139).

Clerk-Typist Program. The curriculum areas rated useful to success in the office by over fifty percent of the respondents in this program, in rank order, were: Typewriting, English/Business Communications, Spelling/Vocabulary, Model Office, Filing/Office Practice, Mathematics, Personal Development, Machines (Calculators), Accounting.

Machines (Transcription) was the subject rated as the least useful by this group. (Table 51, page 140).

Table 48

Relationship between Program and Rating of Training as to its Usefulness in Preparation for Work (N=118)

Program	Of No Use		Of Little Use		Of Some Use		Of Much Use	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Clerk-Typist	0	0	3	4.4	26	38.2	39	57.4
Accounting for General Business	0	0	3	15.0	6	30.0	11	55.0
Secretarial	1	3.3	4	13.3	7	23.3	18	60.0

Table 49

Relationship between Program and Encouragement to Someone to Take the Program (N=121)

Program	Strongly Discourage		Discourage		Neutral		Encourage		Strongly Encourage	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Clerk-Typist	1	1.5	0	0	9	13.2	24	35.3	34	50.0
Accounting/Gen.Bus.	0	0	0	0	4	18.2	11	50.0	7	31.8
Secretarial	0	0	1	3.2	7	22.6	12	38.7	11	35.5

Table 50

Secretarial Program

Rating of Subject Areas as to Usefulness to Success in the Office (N=29)

Subject	Of No Use		Of Little Use		Of Some Use		Of Much Use		Did Not Take	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Typewriting	0	0	1	3.4	5	17.2	23	79.3		
English/Bus. Comm.	2	6.9	2	6.9	6	20.7	19	65.5		
Spelling/Vocabulary	1	3.4	2	6.9	5	17.2	20	69.0	1	3.4
Filing/Office Prac.	2	6.9	1	3.4	12	41.4	12	41.4	2	6.9
Model Office	0	0	4	14.8	8	29.6	13	48.1	2	7.4
Mathematics	6	20.7	5	17.2	9	31.0	9	31.0		
Machines (Calcul.)	6	20.7	5	17.2	7	24.1	10	34.5	1	3.4
Accounting	5	19.2	7	26.9	6	23.1	8	30.8		
Personal Development	4	14.3	5	17.9	4	14.3	7	25.0	8	28.6
Machines (Transcr.)	12	42.9	4	14.3	4	14.3	4	14.3	4	14.3
Shorthand	9	33.3	10	37.0	3	11.1	3	11.1	2	7.4

Table 51

Clerk-Typist Program

Rating of Subject Areas as to Usefulness to Success in the Office (N=63)

Subject	Of No Use		Of Little Use		Of Some Use		Of Much Use		Did Not Take	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Typewriting	2	3.2	2	3.2	14	22.2	45	71.4	0	0
English/Bus.Comm.	2	3.3	2	3.3	20	33.3	36	60.0	0	0
Spelling/Vocabulary	2	3.2	4	6.5	15	24.2	41	66.1	0	0
Model Office	3	4.9	6	9.8	15	24.6	33	54.1	4	6.6
Filing/Office Prac.	5	7.9	4	6.3	17	17.0	33	52.4	4	6.3
Mathematics	10	16.7	9	15.0	22	36.7	19	31.7	0	0
Personal Development	5	8.3	8	13.3	12	20.0	27	45.0	8	13.3
Machines (Calcul.)	10	16.4	14	23.0	13	21.3	23	37.7	1	1.6
Accounting	20	33.3	5	8.3	19	31.7	15	25.0	1	1.7
Machines (Transcr.)	26	42.6	9	14.8	7	11.5	14	23.0	5	8.2

Accounting for General Business Program. The curriculum areas judged useful to success in the office by over fifty percent of the respondents in this program, in rank order, were: Accounting, Machines (Calculators), Mathematics, Spelling/Vocabulary, Typewriting, Filing/Office Practice, English/Business Communications.

The least useful subject area for this group was Economics. (Table 52, page 142).

Table 52

Accounting for General Business Program

Rating of Subject Areas as to Usefulness to Success in the Office (N=20)

Subject	Of No Use		Of Little Use		Of Some Use		Of Much Use		Did Not Take	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Accounting	1	5.0	1	5.0	5	25.0	13	65.0		
Machines (Calcul.)	1	5.3	1	5.3	4	21.1	13	68.4		
Mathematics	1	5.3	4	21.1	5	26.3	9	47.4		
Spelling/Vocabulary	2	10.5	5	26.3	4	21.1	8	42.1		
Typewriting	3	15.0	4	20.0	9	45.0	3	15.0	1	5.0
Filing/Office Prac.	3	15.8	3	15.8	4	21.1	6	31.6	3	15.8
English/Bus. Comm.	2	10.5	7	36.8	4	21.1	6	31.6		
Personal Development	8	42.1	2	10.5	4	21.1	2	10.5	3	15.8
Economics	11	57.9	4	21.1	0	0	1	5.3	3	15.8

SUMMARY AND RECOMMENDATIONS

This section of Chapter V presents a summary of the problem, and the recommendations.

OBJECTIVES OF THE STUDY

The major objective of the research was to conduct a follow-up study of those who were enrolled in the Business Education program at the Alberta Vocational Centre (Edmonton) during the 1978-79 academic year. The additional objectives were identified as follows:

to trace the historical evolution of business education programs for adult students offered by the Alberta Department of Education.

to identify the personal characteristics of adult students when they were first enrolled in the Business Education program at the Alberta Vocational Centre (Edmonton).

to determine which agencies sponsored students in the training program.

to identify the type of employment accepted by participants in the study following completion of the training program.

to determine the perceptions of the participants in the study regarding the relevancy of the training program to the employment which they accepted.

THE PROBLEM RESTATED

There exists a lack of reliable data about the training programs and the students at the Alberta Vocational Centres regarding student characteristics, sponsoring agencies, employment status of graduates, and relevance of training in preparation for that employment.

POPULATION AND SAMPLE OF THE STUDY

The population of the study was defined as the 238 students who were enrolled in 1978-79 in the Business Education programs of Secretarial, Clerk-Typist, or Accounting for General Business at the Alberta Vocational Centre (Edmonton). The sample of the study consisted of the 128 respondents who returned completed questionnaires.

DATA COLLECTION AND ANALYSES

The major data collection instrument was a specially prepared questionnaire (see Appendix A) which had been validated previously using a sample of administrators and instructors at the Alberta Vocational Centre (Edmonton).

Information received on completed questionnaires was analyzed using the Condescriptive Procedure in the Statistical Package for the Social Sciences (SPSS) using the Amdahl Computer at the University of Alberta.

GENERALIZABILITY

To the extent that the other AVC Business Education Departments have similar populations, the results may be generalizable.

RECOMMENDATIONS

A number of recommendations arising out of the results of this study are presented in this section. These recommendations evolve chiefly from the findings of the last four supporting objectives of the study; that is, personal characteristics, sponsoring agencies, type of employment, and students' perceptions regarding the relevancy of their training to the employment which they accepted.

Care should be taken, however, not to make incorrect assumptions about the analyses of these data, or to infer more than is intended.

Personal Characteristics

The data gathered under the personal information section of the questionnaire will be of interest to both the counselling services and the business education instructors at the Alberta Vocational Centre (Edmonton).

The data revealed that the majority of the respondenets were female, live alone, have a dependent child, and have been out of school for a period of time. This indicates a need for a certain type of counselling and services. It is therefore recommended that:

> STUDENTS BE APPRIZED OF THE AVAILABILITY OF COMMUNITY SUPPORT SERVICES AND OF DAY CARE FOR PRE-SCHOOL CHILDREN.

In addition, the reasons given for withdrawal (personal problems, illness, financial difficulties), demonstrates the need for a continued awareness of the necessity for on-going counselling and a supportive learning environment. It is therefore recommended that:

> THE COUNSELLING DEPARTMENT AT AVC EDMONTON DEVELOP PROCEDURES FOR ON-GOING COUNSELLING AND THAT THE INSTRUCTIONAL STAFF PROVIDE A SUPPORTIVE AND POSITIVE LEARNING ENVIRONMENT.

Fifteen percent of the respondents withdrew before completion of training and 33% did not graduate with the AVC Certificate. It is therefore recommended that:

THE COUNSELLING DEPARTMENT AND THE INSTRUCTIONAL STAFF EXAMINE CAREFULLY THE SPECIAL NEEDS OF THIS PARTICULAR STUDENT BODY AND IMPLEMENT STRATEGIES TO FULFILL THOSE NEEDS AND THUS REDUCE THE RATE OF WITHDRAWAL AND NON-GRADUATION.

It is further recommended that:

CAREFUL EXIT INTERVIEWS BE CONDUCTED WHEN STUDENTS WITHDRAW FROM THE PROGRAM OF TRAINING. THIS INTERVIEW TO INCLUDE COUNSELLING TO RETURN TO THE EDUCATIONAL PROCESS UPON RESOLUTION OF THE DIFFICULTIES WHICH WERE THE CAUSE OF THE WITHDRAWAL.

The fulfillment of the educational mandate of the Business Education Department is dependent upon a counselling and instructional staff that is knowledgeable in the area of the psychology of the adult learner and, in particular, of the psychology of the disadvantaged adult learner and of the importance of occupational training in the rehabilitative process. It is therefore recommended that:

THE ADMINISTRATION AT AVC (EDMONTON) DEVELOP AN IN-SERVICE TRAINING PROGRAM IN THESE AREAS FOR THE COUNSELLING AND INSTRUCTIONAL STAFF.

Sponsoring Agencies

The three major sponsoring agencies were found to be Canada Employment and Immigration Commission (CEIC) (35.9%), Alberta Social Services and Community Health (30.5%), and Alberta Vocational Training (21.9%).

The group sponsored by Alberta Vocational Training had the lowest termination rate (10.7%). The group sponsored by Alberta Social Services and Community Health had the highest percentage graduating with the AVC Certificate (81.8%), and this group also reported the highest average monthly earnings ($846.).

Of all groups, those sponsored by Alberta Social Services and Community Health gave the highest rating of training as to usefulness in preparation for work (97.1%); only one student from this group rated the training as being "of little use." It is therefore recommended that:

SPONSORSHIP OF QUALIFIED CANDIDATES BE CONTINUED.

In view of the high rating of training given by students sponsored by Alberta Social Services and Community Health, it is recommended that:

OTHER SPONSORING AGENCIES EXAMINE THE SELECTION PROCEDURES USED BY THAT AGENCY, AND GIVE CONSIDERATION TO IMPLEMENTING SIMILAR PROCEDURES.

It is anticipated that the adequacy of allowances for those sponsored by Alberta Social Services and Community Health are to be examined in early April of 1981. The Alberta Vocational Training Allowances were reviewed and increased in September of 1979. These AVT allowances range from $9 per training day for a single person with no dependents to $25 per training day for an adult with four or more dependents. Although not specifically tested in this research, it is the opinion of the researcher that these allowances may not be adequate, and it is therefore recommended that:

THE ADEQUACY OF TRAINING ALLOWANCES BE REVIEWED HAVING CONSIDERATION FOR THE INFLATION RATE AND THE PRESENT COST OF LIVING.

Type of Employment

The data generated by the questions on this section of the questionnaire showed that the training programs are highly viable in terms of meeting the mandate set out for the Alberta Vocational Centres. Over eighty percent of the participants in this study were employed and expressed a relatively high degree of job satisfaction. Their reported earnings showed a median of $811 per month, before deductions. This finding indicates that earnings may not be sufficient to meet the requirements of a single person with a dependent according to criteria applied by Alberta Consumer and Corporate Affairs for expenses for such a family, whether the child is pre-school or school age. Therefore, it is recommended that:

> INFORMATION ABOUT PROGRAMS AVAILABLE TO THE SINGLE PARENT BE MADE AVAILABLE TO STUDENTS BEFORE THEY LEAVE THEIR TRAINING; FOR EXAMPLE, SUBSIDIZED HOUSING, SUBSIDIZED DAY CARE, REDUCED HEALTH CARE PREMIUMS, AND ANY OTHER COMMUNITY RESOURCES AVAILABLE TO THE LOW INCOME EARNER.

There was a wide range of classification of jobs and classification of major type of business engaged in by the employer. It is recommended that:

> THE INSTRUCTIONAL STAFF USE COURSE MATERIALS, TOGETHER WITH TERMINOLOGY AND PROCEDURES, THAT ARE VARIED SO THAT NO ONE PARTICULAR FIELD IS EMPHASIZED.

Professional Attitude

The study found that none of the respondents belonged to a professional or para-professional association. The majority of the respondents had been away from their training program and on the job market less than a year when the survey was completed, so perhaps it was too early in their career to be thinking about professional involvements of this nature. However, there are several important associations and clubs in the city in which it might be helpful to the business education graduate to have a membership. These groups sponsor a number of professional development activities for women in the business world. Therefore, it is recommended that:

> INFORMATION REGARDING PROFESSIONAL AND PARA-PROFESSIONAL ASSOCIATIONS BE MADE AN INTEGRAL PART OF THE OFFICE PRACTICE COURSE. FURTHER, IT IS SUGGESTED THAT INSTRUCTIONAL STAFF CONSIDER THE POSSIBILITY OF GUEST LECTURERS FROM THESE ASSOCIATIONS, AND THE USE OF PROFESSIONAL LITERATURE AND POSSIBLY PANEL DISCUSSION.

Students' Perceptions Regarding the Relevancy of their Training to the Employment which they Accepted

Secretarial Program. The subject which makes this training program unique is the Shorthand course, yet it was rated as "of little use" or "no use" by just over seventy percent of the respondents who were enrolled in the program.

One explanation for the low rating given shorthand might be that the participants in the study had been working for less than a year and may require more experience in order to acquire a position of the level where shorthand skills would be used.

The data collected in this study would suggest that a recommendation be made for discontinuation of shorthand. However, in view of a need to enable respondents to advance in their occupation, and a need to meet the screening criteria of employers, it is recommended that:

THE HOURS DEVOTED TO THE TEACHING OF SHORTHAND BE REDUCED AND RE-ALLOCATED TO OTHER NEEDED TRAINING AREAS AS IDENTIFIED BY THIS STUDY.

Although not specifically derived from this study, it may follow that a simpler system of shorthand be instituted; for example, the Forkner system of shorthand. This suggestion may be supported by the fact that an increasing number of high schools are offering the Forkner system of shorthand.

Over fifty percent of Secretarial respondents also found training on machine transcribers to be of little or no use. However, in the open-ended question, the respondents indicated a need for up-dating software and hardware. It is therefore recommended that:

INSTRUCTIONAL STAFF UPDATE THE SOFTWARE USED IN THE MACHINE TRANSCRIPTION COURSE, AND THAT THE ADMINISTRATION EXAMINE THE OBSOLESCENCE OF THE EQUIPMENT IN THIS COURSE.

Clerk-Typist Program. Machine Transcription and Accounting were rated of little or no use by over fifty percent of the respondents in this program. At the same time, 41% of the participants said that their job classification was either Secretary or Clerk-Typist. The CCDO gives machine transcription and record keeping as functions of these job classifications. Machines (Calculators) also rated low in this group. Therefore, it is recommended that:

INSTRUCTIONAL STAFF IN THESE AREAS REVIEW THESE COURSES WITH A VIEW TO MAKING THEM MORE RELEVANT TO PRACTICES IN THE BUSINESS WORLD.

Accounting for General Business. The subject which this group rated the lowest in terms of usefulness to success in the office was Economics, with 79% of the respondents rating it as being little or no use. Only one student found it of much use, and three students did not take it. This is a new offering in the Accounting for General Business program, recommended for inclusion by the Advisory Committee to that program. It was the first time it was offered and the text chosen was one of those recommended by the Alberta Department of Education for their high school course in Economics (micro) 30. It is therefore recommended that:

> THE ECONOMICS COURSE OUTLINE BE RE-EXAMINED WITH A VIEW TO MAKING IT MORE RELEVANT TO TODAY'S ACCOUNTING CLERK AND, IN ADDITION, THAT THE COURSE CONTENT BE REFERRED TO THE ADVISORY COMMITTEE FOR A RE-EVALUATION OF THEIR RECOMMENDATION.

The Personal Development course was rated as of little or no use by 52.6% of the respondents in this group. It is recommended that:

> THE PRESENTATION OF THIS COURSE BE RE-EVALUATED BY THE INSTRUCTIONAL STAFF.

The English/Business Communications course was rated of little or no use by 47.3% of the respondents. It is recommended that:

> THE INSTRUCTIONAL STAFF REVIEW THE SUGGESTIONS MADE BY THE RESPONDENTS IN THE OPEN-ENDED QUESTION.

Other Recommendations

The open-ended question (29) revealed several important areas for improvement in the training programs. After considering these suggestions, which are summarized in Table 29 (p. 107), it is recommended that consideration be given to the following:

ORIENTATION (OR TRAINING) IN THE USE AND APPLICATION OF MINI- OR MICRO-COMPUTERS.

TRAINING ON A MEMORY TYPEWRITER AND/OR WORD PROCESSING EQUIPMENT.

PRACTICE IN THE USE OF PHOTO COPYING EQUIPMENT (THE XEROX WAS NAMED THE MOST OFTEN BY RESPONDENTS).

PRACTICAL TRAINING IN THE USE OF TELEPHONE EQUIPMENT, INCLUDING SOME ORIENTATION TO SWITCHBOARD AND TELEX.

FAMILIARIZATION WITH THE USE OF POSTAL EQUIPMENT SUCH AS THE POSTAGE METER.

REVIEW OF THE MODEL OFFICE COURSE WITH A VIEW TO THE INCLUSION OF OFFICE WORK FOR THE BUSINESS EDUCATION DEPARTMENT, OR TO THE INCLUSION OF ON-THE-JOB TRAINING.

Recommendations for Further Study

THAT THE BUSINESS EDUCATION DEPARTMENT AT AVC EDMONTON REPLICATE THIS STUDY IN THE NEAR FUTURE.

THAT A STUDY BE CONDUCTED TO DETERMINE THE PERCEPTIONS OF EMPLOYERS REGARDING RELEVANCY OF THE TRAINING OFFERED IN THE BUSINESS EDUCATION DEPARTMENT AT AVC EDMONTON.

THAT THE RESEARCHER CONDUCT A STUDY OF THE 46% WHO DID NOT RESPOND TO THE QUESTIONNAIRE, IN ORDER TO ASCERTAIN COMMON CHARACTERTISTICS OF THE POPULATION.

THAT THE STUDENT BODY BE SURVEYED TO DETERMINE THE ADEQUACY OF TRAINING ALLOWANCES, INCLUDING THE NECESSITY OF HAVING A PART-TIME JOB IN ORDER TO AUGMENT TRAINING ALLOWANCES.

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APPENDIX A

THE QUESTIONNAIRE, COVERING LETTERS, AND REMINDER LETTER

alberta vocational centre

edmonton

10215 - 108 STREET
EDMONTON, ALBERTA
T5J 1L6

July 2, 1980

Dear Former Student:

At the present time, I am the Senior Instructor in Business Education at the Alberta Vocational Centre (Edmonton). In addition to my teaching and supervisory duties at the Centre, I am completing the requirements for my Master's Degree at the University of Alberta. Because of both of these interests, I have elected to do a follow-up study of those who were enrolled in the Business Education programs at the Centre during the 1978-79 school year.

Because you were one of these students, I am seeking your co-operation to be involved in this study by completing the enclosed questionnaire. You will notice that the majority of the questions require only a check mark (✓) beside your choice. Other questions ask that you write in a comment. To complete the questionnaire should require thirty minutes of your time.

After you have completed the questionnaire, please place it in the enclosed self-addressed envelope and mail it to me before July 15. Because of my timeline, this deadline date is important. A number appears on each questionnaire. This number will be used to identify those questionnaires that are not returned by the deadline date and a follow-up card will be mailed to request their return.

All information and comments that you provide will be treated as confidential and will be available to me only. After this study is completed, all questionnaires will be destroyed. An abstract of the study will be available at the Centre for those who participate.

Thank you for your time and co-operation in this study--without you the study would not be possible.

Yours truly,

B. Mackie

Mrs. Betty Mackie
Senior Instructor
Business Education

OPERATING UNDER THE JURISDICTION OF THE MINISTER OF ADVANCED EDUCATION AND MANPOWER/GOVERNMENT OF ALBERTA

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STRICTLY CONFIDENTIAL

FOLLOW-UP SURVEY
BUSINESS EDUCATION PROGRAMS

FOLLOW-UP SURVEY OF BUSINESS EDUCATION STUDENTS

This survey is being undertaken by the researcher for the Business Education Department at the Alberta Vocational Centre (Edmonton) in order to obtain information on the effectiveness of the training received by students enrolled during 1978-79. Information from the study may be used to assess the effectiveness of the programs of studies that make up the Business Education offered in the Department and to suggest appropriate modifications or changes in order to make these programs more relevant to today's needs. The study will also provide information about trends or changes in business which might be used for curriculum development. In addition, the study will provide up-to-date information on the career mobility of the graduates, their level of responsibility in an industrial or business environment, and other factors that are related to the occupational success of those who were enrolled in the programs.

A FOLLOW-UP STUDY OF THE 1978-79 BUSINESS EDUCATION STUDENTS OF THE ALBERTA VOCATIONAL CENTRE, EDMONTON

Your individual answers will be treated with strict confidence. Please indicate your response with a check mark (√) or with the required information or comment opposite your choice. If there is a question that does not apply to you, or a question that you prefer not to answer, please leave it and go to the next question. Please feel free to comment on any question on the back of that sheet.

FOR OFFICE USE ONLY C.C.

Respondent ID 136 1- 3

PERSONAL INFORMATION

1. Sex:
1. Male ______
2. Female ______ 4

2. Marital Status: (at the time you became a student in the Business Program at AVC):
1. Single ______
2. Married ______
3. Divorced ______
4. Separated ______
5. Widowed ______
6. Common Law ______ 5

3. What was your age when you became a student in the Business Education program at AVC? . . . . ______ 6- 7

4. Were you the major homemaker while you were a student in the Business Education program at AVC?
1. Yes . . . . ______
2. No . . . . ______ 8

5. How many children were living with you while you were a student in the Business Education program at AVC? . . . . . ______ 9-10

6. How many adults were living with you while you were a student in the Business Education program at AVC? . . . . . ______ 11-12

7. How many full years were you out of school prior to enrolling in the Business Education program, or prior to enrolling in Academic upgrading, at AVC? . . . . ______ 13-14

FOR OFFICE USE ONLY C.C.

8. Which of the following agencies was your sponsor while you were a student in the Business Education program at AVC? If more than one agency was involved, please check both.

1. Not sponsored by any Agency or Department (fee paying) ______
2. Student Finance Board . . . . ______
3. Canada Manpower (Canada Employment and Immigration Commission, or Unemployment Insurance Commission) . . ______
4. Alberta Vocational Training (Alberta Government) . . . . ______
5. Vocational Rehabilitation of Disabled Persons . . . . ______
6. Department of Indian Affairs and Northern Development . . ______
7. Department of Social Services and Community Health . . . ______
8. Other, please specify ____________________ ______ 15-16

9. What were you doing in the year immediately before enrolling in the Business Education program at AVC?

1. Attending AVC in Academic upgrading . . . . ______
2. Attending the Pre-Commercial program at AVC . . . . ______
3. Homemaker (and not working outside the home) . . . . ______
4. Working as an office worker . . . . ______
5. Working in another field . . . . ______

   Please specify which field of work ____________________

   ____
6. Other, please specify ____________________ ______ 17

10. 1. If you had ever worked before enrolling in the Business Education program at AVC, what year was the last year in which you worked? . . . . ______ 18-19

    2. What were your monthly earnings, before deductions, in that last year that you worked? . . . . ______ 20-23

YOUR AVC BUSINESS TRAINING

11. In which program were you enrolled in Business Education at AVC?

1. Secretarial program . . . . ______
2. Clerk-Typist program . . . . ______
3. Accounting for General Business (formerly Small Business Bookkeeping) . . . . ______ 24

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12. Did you continue in the program until completion? Yes . . . . ______

No . . . . ______ 25

13. If YES, did you receive the large AVC Diploma? . . . . ______

OR, did you receive small certificates for each subject . . ______ 26

14. If you did NOT continue in the program until completion, which of the following contributed to your leaving early? You may wish to check more than one response.

1. Financial difficulties . . . . ______ 27
2. Illness . . . . ______ 28
3. Needed at home . . . . ______ 29
4. Difficulties with course work . . . . ______ 30
5. Terminated due to absences . . . . ______ 31
6. Found suitable employment . . . . ______ 32
7. Unable to find suitable day care/baby sitting service . . ______ 33
8. Married and prefer not to work outside the home . . . . . ______ 34
9. Moved away . . . . ______ 35
10. Wrong career choice or wrong choice of training program. . ______ 36
11. Personal problems . . . . ______ 37
12. Other, please specify ________________________________ ______ 38

EMPLOYMENT FOLLOWING YOUR AVC BUSINESS TRAINING

15. What has been your employment since the completion of training in the Business Education program at AVC?

1. None . . . . ______
2. Unemployed for a time but now employed . . . . ______
3. Employed for a time but now unemployed . . . . ______
4. Employed steadily since leaving AVC . . . . ______ 39

16. If you are employed now, how satisfied are you with your present work?

Highly Dissatisfied	Dissatisfied	Neutral	Satisfied	Highly Satisfied	
______	______	______	______	______	40

Please indicate any reasons for your response ________________

____

FOR OFFICE USE ONLY C.C.

17. If you are not employed now, please give your reason. Please do not check more than two responses.

1. Unable to find suitable employment . . . . ______
2. Illness . . . . ______
3. Needed at home . . . . ______
4. Unable to find suitable day care/baby sitting service . . ______
5. Married and prefer not to work outside the home . . . . . ______
6. Personal problems . . . . ______
7. Attending school, please specify ____________________ ______
8. Other, please specify ____________________ ______ 41-42

18. What is the title of your position with your employer?

____

19. What are your present monthly earnings, before deductions? ______ 43-46

20. What are your plans for your occupational future?

1. To remain at the present level . . . . ______
2. To remain in present occupational field and advance in it. ______
3. To shift to a different occupational field . . . . ______
4. To leave the occupational field as soon as I can. . . . ______
5. Other, please specify ____________________ ______ 47

21. To which of the following organizations do you belong?

1. National Secretaries Association . . . . ______ 48
2. Business & Professional Women's Club . . . . ______ 49
3. Alberta Union of Provincial Employees (AUPE) . . . . . . ______ 50
4. Canadian Union of Public Employees (CUPE) . . . . ______ 51
5. Not a member of a union or professional association . . ______ 52
6. Other, please specify ____________________ ______ 53

22. If you work for a company, approximately how large is this company in terms of the total number of persons employed.

1. Do not work for a company, am self-employed . . . . . . ______
2. Under 5 persons . . . . ______
3. 5 to 50 persons . . . . ______
4. 51 to 500 persons . . . . ______
5. 501 to 1,000 persons . . . . ______
6. Over 1,000 persons . . . . ______ 54

FOR OFFICE USE ONLY C.C.

23. If you are employed by Government, for which level of Government do you work?

1. Federal Government . . . . ______
2. Provincial Government . . . . ______
3. Municipal Government (City, town or municipality) . . . ______ 55

24. Please classify the major type of business or industry for which you work. If employed by Government, please check the classification of your Government Department.

1. Legal . . . . ______
2. Gas & Oil . . . . ______
3. Engineering . . . . ______
4. Medical clinic/hospital . . . . ______
5. Banking, finance . . . . ______
6. Advertising . . . . ______
7. Radio & Television . . . . ______
8. Printing & Publishing . . . . ______
9. Travel, Transportation . . . . ______
10. Office or Home Furnishings . . . . ______
11. Education . . . . ______
12. Insurance . . . . ______
13. Machinery & Equipment . . . . ______
14. Real Estate . . . . ______
15. Other, please specify ____________________ ______ 56-57

25. What is the policy of your employer with regard to support for more studies, or professional development? For this question, please check all those answers that may apply.

1. No support for professional development or studies . . . ______ 58
2. Reduced salary for full-time studies . . . . ______ 59
3. Will pay all, or part, of the registration fee for courses taken in the evening . . . . ______ 60
4. Will pay the registration fee and other costs for short workshops, seminars, etc., relating to my work . . . . ______ 61
5. Provides manuals, handbooks, professional magazines, etc., relating to my work . . . . ______ 62
6. Provides in-service training related to my work . . . . . ______ 63
7. The degree of assistance depends upon the applicant . . . ______ 64

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C.C.

EVALUATION OF YOUR AVC BUSINESS TRAINING

26. Rate the training you received in the Business Education program at AVC as to its usefulness in preparing you for your area of work.

Of no use	Of little use	Of some use	Of much use	C.C.
______	______	______	______	65

27. To what extent would you encourage/discourage someone planning a career as an office worker to take the Business Education program at AVC?

Strongly Discourage	Discourage	Neither Encourage nor Discourage	Encourage	Strongly Encourage	C.C.
______	______	______	______	______	66

28. Rate each of the following subject areas as to its usefulness to your success in the office. Please check one response for each subject area. If you did not take one of these subjects, please check did not take beside that subject.

	Of no use	Of little use	Of some use	Of much use	Did Not Take	C.C.
1. Typewriting	____	____	____	____	____	67
2. Shorthand	____	____	____	____	____	68
3. Bookkeeping/Accounting	____	____	____	____	____	69
4. Mathematics	____	____	____	____	____	70
5. English/Bus. Comm.	____	____	____	____	____	71
6. Spelling & Vocabulary	____	____	____	____	____	72
7. Machines (Calculators)	____	____	____	____	____	73
8. Machines (Transcribers)	____	____	____	____	____	74
9. Filing & Office Prac.	____	____	____	____	____	75
10. Economics	____	____	____	____	____	76
11. Model Office	____	____	____	____	____	77
12. Personal Development	____	____	____	____	____	78

29. List any equipment used in your office which was NOT part of the training you received in the Business Education program at AVC; for example, memory typewriters or other word processing equipment, mini- or micro-computers, etcetera. You may have other examples. Please specify model and/or make of equipment. Use the back of this page for this, and also to give your view about what could be done to improve the Business Education program you took at AVC.

alberta
vocational
centre
edmonton
10215 - 108 STREET
EDMONTON, ALBERTA
T5J 1L6

July 17, 1980

Dear Former Student:

Recently I mailed you a questionnaire seeking your co-operation to be involved in a study which would assist us in evaluating our training program in the Business Education Department at the Centre.

There was a deadline date given in the covering letter, but I would still like to have yours returned if you would take the time to complete it and return it in the stamped, self-addressed envelope which I enclosed.

If you did not receive the questionnaire, please call the Secretary in our office at 427-5527 and she will mail another one.

I am anxious to have your participation in the study. Thank you for your assistance.

Yours truly,

Mrs. Betty Mackie
Senior Instructor
Business Education

APPENDIX B

VERBATIM RESPONSES TO OPEN-ENDED QUESTION NO. 29

Clerk-Typist Program

My employer has trained me on a Wang Word Processor. I use it two hours a day and really enjoy it. I think that training on a Word Processor would be a great asset to students. Large companies are starting to use Word Processors and there are a lot of jobs available for experienced Word Processor Operators. It was a disappointment to learn that all I needed was a Grade 11 education with typing to qualify for most Clerk III jobs at AGT. For myself, I would have liked to have had a choice of the courses I wanted to take, because some of them were of no use to me.

Offer training on a Xerox machine, computer, memory typewriter, paper folding machine. Business Education program on the whole is a perfect training in all spheres of office work. It is a good program to start a career with.

Offer training on a computer, tape reading machines, and use of computer terminals.

Offer training on the Mini (IBM 3277) computer.

Offer training on a Telex Machine.

Should train the student in the area of job interviewing.

It is a very good program.

Machine transcription course should be lengthened to at least four months. Instruction should be given in how to fill out various types of business forms. More speakers should be brought in from various types of businesses. Communication skills should be emphasized more. Short course in receptionist duties should be taken by all students. Personal Development course should be lengthened. Clerk-typist and Secretarial courses should both be lengthened by two months. Filing course should include real office situations and real files. Thanks for the opportunity to let me participate in your survey!

There was not enough time on transcribers. For Model Office, if students could be elected secretaries for teachers, etc., and the work they completed would be of some use to someone, it would seem more worthwhile doing it. Something like on-the-job training. Just an idea!

The AVC transcribers were very out-dated and new ones should be available. English and Math should have been shorter and less classes as the people you work for don't appreciate their sentences and grammar being corrected. Should have lessons in good telephone manner.

Actual practice in answering telephone is very important and used by any office worker and therefore should be taught in Business Education. Using white-out in typing classes instead of erasing as this is not used any more. It takes a little bit of practice to use white-out and a lot of common sense as it is not as time-consuming and is acceptable in most offices.

We do a lot of work through the use of computers. Our computer system is very large and provides almost any information required about customers. The system is run by ACT.

I feel that AVC has helped me a great deal as far as my education goes. It has given me a better outlook on life, mentally as well as physically. I really want to work in this field. With having a son to support, the hours are better and with week-ends off. The only thing I find disappointing is the wages here in Camrose. It seems, though, starting out in this field, you have to start at the bottom until you have experience. But if all fails, I will go back into nursing training. Also I would like to say that all the teachers and staff at AVC were excellent and a great deal of help to me personally. I hope this information is a help to you.

Training on the Telex. There could be a course on telephone answering that is done in class, and not just notes on it.

I received training on a Xerox-14 which is simple to operate and is usually shown when starting on the job.

Offer training on the Telex machine, Switchboard, Xerox machine, postage machine, mini-computer. One way that the program at AVC would be improved is by giving students more time in courses which are problem areas to them. Then they can really take the time to fully understand each area.

Offer training on a cash register.

I thought the program was very good. The only course that could be improved on, I think, is the Business Machines course. Even though at the present time I'm not using much of what I learned in that course, I do feel more time should be spent on each machine, especially the electronic calculator.

The Model Office section should be lengthened, the work in this area should be more demanding. Taking the course gave me back my self-confidence. It's great to be a part of the work force again.

I enjoyed the Business Education course immensely. It has helped me a great deal with my work. I thought the course was set up extremely well. The only thing I can find was the last week of school was too rushed. We could have spent more time in work experience, because there were some people who never got a chance to go on work experience; otherwise I enjoyed the course and the teachers were superb, and I would strongly recommend Alberta Vocational Centre to anyone preparing to go to work or to continue their education.

I think some of the pressures were too much for the students. Either a longer period to take the course, or less daily work. A lot of the students have families, household chores, etc. I did an average of five hours homework each night. I don't think the Accounting should be changed but perhaps the Office Procedures, and the amount of work involved in the typing production (the manual, etc.). If it is necessary to rent a typewriter to complete the course--then something is wrong!

Offer training on a micro-projector and a photo-copier.

To improve the Business Education program at AVC, I feel that the program should be split into one program for typists and one program for bookkeepers, not both in the same program. All I wanted really when I registered for the classes was the typing part and Business Machines course. A lot of women who were in my class were either good bookkeepers or good typists and were only interested in one or the other. Also, I do not feel that the course needs to be eight months in length. A lot of the courses, like Model Office, Personal Development, Filing (a waste of time) were not needed at all.

Offer training on the Xerox machine, Photocopy machine (3M-QC II copier), "The Secretary" copier which makes transparencies.

More time should be spent on how to use different types of typewriters. Most offices use IBM typewriters with correction tapes. Phones that have hold buttons and intercom need to be practiced on.

More proof-reading assignments. This follow-up study is a good idea.

In my present position I work with computers. I have worked with a Vucoom, and am presently working with an Anarbor and a printer. Because I enjoy machines, I was able to learn fast on how to work these. Since computers are becoming more efficient and available to most offices, an introduction to these machines would be extremely helpful.

Train on the AES Word Processor, Xerox Machines. I think unless a person specifies Accounting, the student should not have to take the Accounting subject.

I use the mini-computer CRT and Telex machine. The CRT is an IBM model.

Howell's microfilm reader, and cutter. Learning to file by colour coded numbers; for example, if someone asked for File Plan 0035, you would look for colours green, green, yellow, red.

I thought the course was very good. It covered a lot of things in a small amount of time. The teachers were very good (most of them). It was very thorough and I'm sure everything that was taught was in some way helpful in everyone's job. I do not use any machine that is different from what I used in school. For the job that I have, all you really needed was some typing, but I'm sure most secretary jobs pertain to what was taught. In my job, there is not much chance for advancement except to be a bookkeeper or accounts payable or the executive secretary, but I like it in a small office. I really enjoyed it in school, except sometimes there was a bit too much homework (especially if you have kids). But I got through it, so it couldn't have been that bad. You sure meet all kinds of people there. I'm glad it was only eight months. A lot of people don't want to take a course that's too long, especially if they have a family. There is not too much to improve it. Maybe you should have asked us this a year ago. (Better parking facilities). Real good course though.

I found the Clerk-typist course at AVC to be of a much higher standard than the secretarial course taught at Lethbridge Community College. AVC went into more detail in their classes.

As far as I'm concerned, the schooling I took at AVC in upgrading and business was very good.

Train on the Xerox copier--even though they are very easy to use, this was not shown in our course. Terminal systems and data computer--do not know make or model but I imagine this is a type of word processor. I think you should cut out the grammar part in English, as it really has nothing to do with the course. Before my present permanent job, I worked temporary in a lot of different offices and I did notice all types of new machines. It would improve, and help the girls now taking the course, if they were introduced to these machines. This is all I can think of right now and I hope I have helped you. I'd like to thank you for giving me this opportunity to give my views.

Practice in how to deal with the public over the phone. Time management--how to make use of the time during the day, set priorities, plan for the day, etc. This course should be added to Model Office and be a one-day course.

I feel more personal attention should be given to students that speak a foreign language, or come from outside of North America. A fellow student found it hard in filing when it came to cities, states and provinces because in Poland there are no such things as these. Only Poland the country, and its cities. Should not rush some of the subjects. Example: Accounting at first--I found was slow and after awhile boring. The second part ended up being rushed to learn everything in a short time and you could not remember how to do everything. Some subjects and assignments should be explained better and worded better. Not all explanations were clarified properly.

At the moment, I'm using a correctable typewriter. I did not learn how to use it in my business course. Although we were told not to worry about it, I do think we could have been shown how to change a typewriter ribbon.

There could be a lot more time spent on numbers in the typing course. Typing in Accounting section requires a lot of number training, something that's a little short in time spent at AVC.

Most machines are taught on the job, but I feel that posting and key-punch machines, along with telex machines, would give a little more skill to the workers. I also feel that if a person plans to work for the Government, she should be advised to take the Clerical Assistant program because a lot is learned on the job.

Offer training on the Xerox machine, word processing, and an introduction to computers.

At present, an add-in computer system is being prepared for both A/R and A/P in the business office. Computers are used extensively in all other operations of the company. Upon completion, training will be provided for us. I feel that in Business Machines, AVC should give more time on calculators (perhaps by cutting down on the old comptometers). Even though everyone had a working knowledge of the machines, more accuracy is needed with developing speed, and I feel that the two weeks we were given is just not enough. Personal Comment: Even though I had done related work years before, I have never regretted taking your course. If I had tried to get a job after all those years without the course, I feel it would have been difficult to find a position. The course definitely helped me improve rusty talents and gave me the opportunity to think in a business-oriented way again. I am proud of what I have accomplished in such a short time (in ten months from junior cash clerk to second only to Senior Accounting Clerk who is only one grade below Supervisor) and feel the course was extremely beneficial both in practical ways and in regaining my confidence and self-esteem. Many thanks.

I use a data computer (teletype printer, view-com). I found the instructors very encouraging. The filing system taught should have been Canadian. I found that the Office Procedures class was a waste of time for myself. I had taken the class in high school. On some of the markings, you weren't marked for your individual efforts but you were compared to other students first, which I didn't think was right. On the transcripts, the attendance shouldn't be marked "good, fair, poor". If it has to go on the transcript, the amount of days attended over the total amount of days of classes should be shown. No matter how much you try, the difference in working and attending school will create different attitudes towards attendance. Overall though, I believe the course was excellent even though we attended when there was quite a bit of turmoil with staff changes, etc.

Secretarial Program

I feel there is nothing more to do about improving the Business Education program except the attitudes of the teachers. Don't get me wrong, there are some excellent teachers, but a few tend to treat us like little children which annoyed me greatly. That is why I felt I should leave school and try to cope with the adult world. I would recommend the program only to the extent of improving my English, my math, and most of all my typing. Thank you for hearing my comments.

Offer training on the AES word processing system and the Xerox 3600 I. I believe it may be beneficial to give students some basic training in using a word or data processing system (if available). These are becoming more in use every year.

I feel very strongly that Shorthand was a waste of time. Since graduating I have used my Shorthand five times. The only way in which it helps is by enabling me to get the job. A lot of jobs, in fact the majority, that require Shorthand in the job description, make no use of it in actual practice. From my experiences, few as they are, shorthand is in fact dying out. If Shorthand is going to be taught, a lot more emphasis should be placed on taking minutes of meetings, rather than letters. In the Department for which I work, there is a lot of emphasis placed on the AES machine, which is a mini-computer. The office of the future will not contain a typewriter as such. It will contain a mini-computer, and I think people intending to work in an office should be well-versed on how to use the mini-computer, as well as a memory typewriter.

Offer training on the AES Word Processor. The one thing I had the most trouble with was in using the telephone. Practice in using a phone with several lines and in transferring calls from one number to another would help when acting as a receptionist.

Not so much emphasis on Shorthand. I have found it to be very out-dated and not used, except in regard to payroll. More emphasis on Spelling is a definite must, but not with grammar. I realize how important it is to have grammar and to place words so they make sense, but we do not break sentences down, etc. If there was a better way to teach students to speak and write properly, other than the way in which it is presently taught, it would be of a much greater advantage. The present way of teaching grammar is all too easily forgotten. Model Office and Office Procedures are the most useful subjects taught. They are excellent preparation and should never be dropped, as a matter of fact, they should take as much importance as English does, as these are our working tools and most definitely a great advantage.

Offer training on the IBM Memory 100 Typewriter.

Offer training on mail machines, cathode ray tube terminal, Xerox, switchboard, and telex.

I think the rest of my training will become more useful to me as I grow in the business.

Offer training on a postal meter and do an up-to-date survey of offices.

I use a computer terminal. The Secretarial course that I took at AVC was very helpful to me because when I enrolled, I had literally no, or very little, office skills and office and/or business work was where I wanted to be. I feel that AVC should offer a small course in the different types of computers used in office work.

Offer training on the Mag Card.

Offer some orientation to computers and training on a switchboard.

Would have liked training on a Telex machine. Used it a lot. The course was excellent. More training on the telephone would have been useful.

Machines used at my place of work are a computer terminal (MAI) A J Anderson Jacobson--after feeding information into the terminal you then type commands into the AJ and it automatically types memos, letters, reports, etc.

From the few months that I attended, I was satisfied with the course.

Accounting for General Business

All of the machines used in my office, I was taught how to use at AVC. The only way I can think of that my course could have been improved is by combining typing and office practice, so that you won't have to type so many doubles of everything.

My office makes use of computers and word processing. The Accounting for General Business program could be improved with field trips. Having never really worked in an office or with accounting, I didn't know what to expect. If we were able to go to a few different offices to see how they do the actual accounting, it would ease a few fears.

Offer training on a posting machine, and Xerox equipment.

Offer training on an Informer (much like a typewriter), on computers and on CEAC machines.

In the office where I work, we use photo-copy machine Xerox and a micro-film machine. In order to improve the training program, I suggest the following: work experience, Economics to be introduced after six weeks of date commencing school, marking for Office Practice to be easier and have less repeats of work that has to be re-done, or work that can be included within the typing period, more grammar, and complete every chapter of Accounting 30.

The Business Education program was very good. The office I am in does not carry a lot of expensive equipment. The only machines they offer that we did not cover are posting machines and Telex and these you must learn on the job. The course itself is more advanced than I need for the job I am doing, so I am looking for something with more of a challenge.

Offer training on a photo-copier and the Xerox.

More time should have been taken on the Accounting part of the course. The course should have been longer so you could have more time to work and get the Accounting down pat. I also think they should have cut out the English part of the course. Otherwise, I think the course was very good and recommend the course to anyone who wanted to take it as long as they are ready to work at it very hard and not look at anything else.

Equipment I now use is a Telex machine and Secor (I'm not sure of the spelling). It gives a read-out on a screen to show inventory. It is punched in like a typewriter. Improvements in the Business Education course: If possible, try to make the course closer to the aspect of work. In some jobs, a person may have to actually learn the whole aspect all over again. At least, with the course you have some idea of why things come about, but that is all. Personally, I feel the teachers should be on the same attitude level as the students. If you are working and are not getting along with your boss, you are free to quit. Some teachers know that students can't quit the course because they took it for a reason and the teachers use this to their advantage, and they emphasize the fact that they are the boss. Creates friction between teacher and student. Hard on some students mentally.

Our company is transferring payroll over to computer in the near future. I suppose a short course in data processing would have been beneficial to me. I believe the course should be more concentrated on the Accounting aspect and less on general office and typing and English. I realize these things are essential and beneficial but the emphasis should be on Accounting, after all that's what the student is enrolling in. These other subjects could be offered in a general business course for the student who is interested.

The job I am working at now is the one I was working at part-time while I was going to AVC. I started at the job originally in January of 1976. I worked at an office job from February of this year until April 15 and discovered that I just wasn't cut out for office work. When I started working full time at my present job, they gave me a substantial increase in salary from $4 per hour to $1,000 per month. I find that I am happiest when dealing with a lot of people on a one-to-one basis. I still don't think of school as being a waste of time. You are never at a disadvantage from knowledge learned. I think what I picked up on a personal level was of even more help to me. I entered school with very little, if any, self-confidence. I discovered a lot of women on their own with children, and suddenly I realized I wasn't unique. Because of this realization, I no longer felt I had to dwell on my problems. I was able to put my thoughts to better use. And so, because of my time spent at AVC, I am now happy with a job that I had been working at for 3 1/2 years before I started the course. I'm at this job now by choice rather than because I have to be. So in actuality, Business Education helped me in a way that it perhaps didn't help anyone else. However, the end result is what counts. Thank you.

VITA

Name: Elizabeth Georgina Mackie (née Williams)
Place of Birth: Rocky Mountain House, Alberta
Year of Birth: 1924

Post-Secondary Education and Degrees:

McDougall Commercial School
Edmonton, Alberta
1942-43 - Commercial Certificate

University of British Columbia
Vancouver, B. C.
1961-63 - Diploma in Municipal Administration

Northern Alberta Institute of Technology
Edmonton, Alberta
1966-68 - Diploma in Secretarial Technology

University of Alberta
Edmonton, Alberta
1968-72 - Bachelor of Education

Province of Alberta
Edmonton, Alberta
1974 - Permanent Professional Teaching Certificate

University of Alberta
Edmonton, Alberta
1974-77 - Graduate Diploma (Adult Education)

University of Alberta
Edmonton, Alberta
1978-81 - Master of Education

Learned Societies and Professional Associations:

Epsilon Pi Tau
Phi Delta Kappa
International Society of Business Educators
    (Canadian Chapter, Charter Member)
National Business Education Association (Western)
Canadian Association of Business Education Teachers
Business Education Council of Alberta
Alberta Business Education Association
    (Charter Member, Past President)
International Word Processing Association
Canadian Vocational Association

Related Work Experience:

Program Head
Secretarial Technology
Northern Alberta Institute of Technology
Edmonton, Alberta
1975-1977 and 1978-1979

Acting Department Head
Vocational Department
Northern Alberta Institute of Technology
Edmonton, Alberta
1977-1978

Senior Instructor
Business Education Department
Alberta Vocational Centre
Edmonton, Alberta
1979-1981

Publications:

"The President's Thoughts", Alberta Business Education Association Newsletter. Vol. I, No. 1, June, 1977; No. 2, September, 1977; No. 3, February, 1978; No. 4, April, 1978; Vol. II, No. 1, October, 1978; No. 2, December, 1978; No. 3, February, 1979

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"A Follow-up Study of 1969 and 1975 Graduates of the Secretarial Technology Program at the Northern Alberta Institute of Technology." Independent Study, University of Alberta, 1978.

"Survey of Continuing Education Students Enrolled in Typewriting Classes at the Northern Alberta Institute of Technology, 1979." Independent Study, University of Alberta, 1979.